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ABSTRACT

Intended for researchers and evaluators, the document presents a review of Head Start research and an annotated bibliography of literature relating to the Head Start Program. Briefly summarized in Part I are the findings and extent of research related to the impact of Head Start in the following five areas: child health, social development of the child, cognitive development of the child, the family, and the community. Part II provides a discussion of the sources, nature, and extent of the Head Start literature identified to date. Presented in Part III are summaries of the individual study findings in each of the five impact areas. The appendixes, which make up the bulk of the document, include an annotated bibliography of approximately 700 references to articles on Head Start children, services, or projects; an annotated bibliography of approximately 90 articles related to preschool disadvantaged children and/or compensatory education; and an index of research authors categorized by subject areas (such as cognitive achievement, descriptive studies, and evaluation studies). (IM)

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WORKING DRAFT

A Review of Head Start Research Since 1969

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ERRATA

-- The Table of Contents was misplaced during printing at the beginning of the Appendix.

-- The Appendix includes two bibliographies: the first contains Head Start research and the second includes research related to pre-school education.

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INTRODUCTION

The Head Start program, since its inception in 1965, has involved thousands of children and millions of dollars. As with any innovative program of this magnitude, there is a body of research dealing with the complex issues involved.

The need of evaluators and researchers for ready access to this ever-growing body of Head Start research literature has led to the development of this resource document.

Objectives

The circulation of this draft has three objectives. The first is to aid researchers in identifying and locating documents which are pertinent to their concerns. The second is to elicit from these same researchers comments, suggestions, and more specifically citations of research which are relevant to this document and the accompanying bibliography.[1] It is anticipated that these responses will refine the accuracy and extend the comprehensiveness of the final version.

The third objective is to provide a document addressed to the impact of Head Start on three critical constituencies, the child, the family and the community.

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[1] Comments on the resource document and additional references for the annotated bibliography should be sent to:

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Impact Questions

Important questions of continuing interest that have been asked about the impact of Head Start center around three subjects, the child, the family, and the community. The child as the primary recipient of Head Start services, is by far the most frequent focus of the majority of the research. Child-focused research on the cognitive, social, and physical aspects of development is predominant in the literature. Studies of the impact of Head Start on the family and the community, although not as well researched as the child-impact studies, are still of major interest.

This document reviews the literature and briefly summarizes the findings relating to the following issues:

1. What is the impact of Head Start on child health?
2. What is the impact of Head Start on the social development of the child?
3. What is the impact of Head Start on the cognitive development of the child?
4. What is the impact of Head Start on the family?
5. What is the impact of Head Start on the community?

The collected literature was reviewed for findings, positive or negative, related to the identified questions. Reports prior to 1969 were not included because earlier research syntheses[2] have reviewed those studies. Summaries

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[2]Excellent summaries of earlier Head Start research include:

Datta, Lois-ellin. A report on evaluation studies of Project Head Start. A paper presented at American Psychological Association Convention, 1969.

Grotberg, Edith. Review of research, 1965 to 1969 of Project Head Start. Washington: Office of Child Development, 1969.

Stearns, Marian S. Report on preschool programs: The effects on disadvantaged children and their families (final report). Office of Child Development, 1971.

White, Sheldon H., et. al. Federal programs for young children: Review and recommendations. Vol. I-III, 1973, The Huron Institute.

of each report found to include relevant findings are presented in Section III. These summaries were condensed into brief presentations of major findings relating to each question (Section II). The next step was to examine the nature and extent of the research on each topic area. Finally, a commentaty on the extent of the research on these questions was prepared (Section I).

Data Sources

The Social Research Group has over the last year been collecting reports on research on Head Start for the purpose of reviewing them for findings relevant to policy formulation.

The following sources were used to identify Head Start literature: computer searches of the ERIC system, the PASAR system of journal articles maintained by the American Psychological Association, the Medlars system of references to medical journals, the Libcom system of references to Library of Congress entries, Dissertation Abstracts, the National Technical Information Service (NTIS) system of research reports, the Social Science Citations references to journal article citations, the Smithsonian Science Information Exchange of on-going research, and the New York Times Information Bank on articles in 60 business and political news magazines and newspapers. In addition, the Bates Bibliography of Head Start Research, the Congressional Information Service Index and miscellaneous publications were used.

The documents were obtained in microfilm, microfiche, and hard copy, when necessary. As the documents were collected, they were annotated, indexed, and placed on file for ready access. These documents are available for use by the research community.

Paper Organization

In the draft form this document is divided into the following sections:

1. Brief "capsule" statements of findings in certain crucial program impact areas with lists and description of the relevant references. (See page 5.)
2. A discussion of the sources, nature and extent of the Head Start literature identified to date. (See page 17.)
3. A set of summaries of the findings of studies in each of these topic areas. (See page 21.)
4. An annotated bibliography of the full set of references identified to date. (See Appendix I.)

I. Summary of the Findings and Extent of Research in Selected Areas

A. What impact does Head Start have on the cognitive development of children?

.... *Does participation in Head Start produce gains in intelligence?*

Yes. The majority of studies showed improvement in performance on standardized tests of intelligence or general ability.

.... *Does participation in Head Start produce gains in academic achievement?*

Yes. Studies reported that Head Start participants performed equal to or better than their peers when they began regular school and there were fewer grade retentions and special class placements.

.... *Does participation in full year Head Start programs produce significant gains in cognitive development?*

Yes. Studies reported that Head Start was effective in preparing children for later reading achievement and intelligence was improved.

.... *Does participation in summer Head Start programs produce significant gains in cognitive development?*

No. The majority of research revealed that children who participated in short term programs did not achieve significant gains.

... . *Does one program approach produce more significant gains than another?*

No. In aggregate the programs produce gains, but no one program or group of programs seems to be superior to another.

Twenty-eight studies were identified which investigated the impact on the cognitive development of children participating in some type of Head Start program. (Summer, Full-year, Planned Variation, Home Start) The majority of these (14) were dissertations which usually involved small samples derived from single Head Start sites.

Five studies examined program effects for single or small groups of Head Start sites. An additional eight of the 28 studies were national evaluations with large, national samples, including reports on Home Start and the Parent-Child Center program, and four reports which examined the effects of Planned Variation. The remaining study was a review of the effects of preschool programs. The following is a list of those studies which included findings on the impact of Head Start on the cognitive development of participating children.

Barber, Adeline Zachert. A descriptive study of intervention in Head Start. Dissertation Abstracts International, 31 (08-A), 3986,1971.

Barnow, Burt S. The effects of Head Start and socioeconomic status on cognitive development of disadvantaged children. Dissertation Abstracts International, 34 (10-A), 6196, 1974.

Barrett, William J. The effect of Head Start experience on deprived groups: Administrative implications. Dissertation Abstracts International, 28 (9-A), 3400, 1968.

Beard, Helen Marie. The effects of Project Head Start attendance on school readiness. Dissertation Abstracts International, 27 (8-B), 2767, 1967.

Bickley, Marion Thornton. A comparison of differences in selected educational characteristics among culturally disadvantaged children who attended Project Head Start, culturally disadvantaged children who did not attend Project Head Start, and children who are not culturally disadvantaged as they relate to reading achievement in grade one. Dissertation Abstracts International, 29 (4-A), 1032, 1968.

Bissell, Joan S. Implementation of planned variation in Head Start I. Review and summary of the Stanford Research Institute Interim Report: First year of evaluation. April 1971 (DHEW Publication No. OCD-72-44).

Burden, Tobi LaBlanche Moss. Changing parent attitudes and improving the intellectual abilities of three-year old, four-year old, and five-year old children through participation in a Home Start program. Dissertation Abstracts International, 34 (11-A), 7037, 1974.

Cain, Glen G. The educational performance of children in Head Start and control groups. Final Report. University of Wisconsin, Madison, Wisconsin, 1973.

Chaplan, Abraham A. & Platoff, Joan. Preschool child development program (Head Start) in disadvantaged areas of New York City--Summer 1976. Evaluation of New York City Title I Educational Projects, 1966-1967. Center for Urban Education, New York, N.Y. (ED 094 882), microfiche.

Costello, Joan & Benstock, Eleanor. Review and summary of a national survey of the Parent-Child Center program. August, 1970.

Dellinger, Harry Vaughn. A study of the effectiveness of a summer Head Start program on the achievement of first grade children. Dissertation Abstracts International, 32 (9-A), 4832, 1972.

Featherstone, Helen. Cognitive effects of preschool programs on different types of children. Huron Institute, August, 1973.

Grindheim, Rose Voetmann. A comparative study of Head Start programs. Dissertation Abstracts International, 31 (10-A), 3267, 1974.

Hartford moves ahead: An evaluative report. Head Start child development, 1973-74. Hartford Public Schools, Hartford, Connecticut.

Himley, Oliver T. A study to determine if lasting educational and social benefits accrue to summer Head Start participants. Dissertation Abstracts International, 28 (5-A), 1621, 1967.

Home Start evaluation study. Final Report: Findings and implications. High Scope Educational Research Foundation: ABT Associates, Inc., Spring 1976.

Hosey, Harold Ray. Cognitive and affective growth of elementary school students who participated in summer Head Start. Dissertation Abstracts International, 33 (12-A), 6591, 1973.

Hulan, John R. Head Start program and early school achievement. The Elementary School Journal. 1972, 73 (2), 291-94.

Jackson, Dollie Joyce. A comparison of the academic achievement in grades two and three of children who attended an eight-week and an eight-month Head Start program. Dissertation Abstracts International, 31 (4-A), 1512, 1970.

Larsen, Janet Seger. A study of the intelligence and school achievement of children previously enrolled in Project Head Start. Dissertation Abstracts International, 31 (3-A), 1014, 1970.

Larson, Daro E. Stability of gains in intellectual functioning among white children who attended a preschool program in rural Minnesota. Final report. 1972 (ED 066 227).

Lewing, Harold F. An evaluation of a summer Head Start program. Dissertation Abstracts International, 30 (10-A), 4191, 1970.

Scruggs, Allie W. The effect of the Fall River and Lowell Head Start programs on behavioral characteristics associated with lower socioeconomic class preschool children. Dissertation Abstracts International, 32, (4-A), 1949, 1971.

Shipman, Virginia. Disadvantaged children and their first school experience: ETS-Head Start Longitudinal Study. Preliminary description of the initial sample prior to school enrollment. Summary report, 1971.

Stanford Research Institute. Implementation of planned variation in Head Start: Preliminary evaluations of planned variation in Head Start according to Follow Through approaches (1969-1970), May 1971.

Stearns, Marian S. Report on preschool programs: The effects on disadvantaged children and their families. Office of Child Development, 1971.

The impact of Head Start: An evaluation of the effects of Head Start on children's cognitive and affective development, executive summary, June, 1969. Westinghouse Learning Corporation; Ohio University.

Weisberg, Herbert I. Short term cognitive effects of Head Start programs: A report on the third year of planned variation, 1971-1972. Cambridge: Huron Institute, June, 1974.

B. What impact does Head Start have on the social development of children?

.... *Does participation in Head Start produce gains in self-concept?*

No. The majority of studies did not show a positive impact on the self-concept of participants except in conjunction with a high degree of parent participation.

.... *Does participation in Head Start have a positive impact on achievement motivation?*

Maybe. The studies on the impact of Head Start on achievement motivation have conflicting findings.

.... *Does participation in Head Start have a positive impact on social behavior?*

Yes. Several studies have found that despite variations among Head Start programs, it can be said that Head Start does positively contribute to the development of socially mature behavior.

.... *Does participation in Head Start have a positive impact on child socialization?*

Yes. The majority of studies concluded that Head Start facilitates child socialization.

Sixteen studies were identified which examined the impact of participation in Head Start on the social development of children. Seven of these studies were dissertations which involved small samples of children usually drawn from a single Head Start site. Two other studies examined the effects of parent participation on social development using children drawn from twenty Head Start sites. One study looked at program effects of Planned Variation on social development and another investigated the effects of Home Start in

this regard. Another reported on selected aspects of child development using data derived from two national samples of full-year Head Start participants. Two literature reviews were examined for program impact; one on longitudinal studies and another on evaluation studies. One study observed the social behavior of 500 disadvantaged children most of whom were Head Start participants and another study examined the personality traits and intellectual development of 82 children in six Head Start programs.

The following is a list of those studies which included findings on the impact of Head Start on the social development of participating children.

Benson, Gerald P. & Kuipers, Judith L. Personality correlates of intellectual performance among Head Start children, 1974.

Bromley, Kathleen C. MIDCO Educational Associates, Inc., Non-technical report: Investigation of parent participation in Head Start, 1972.

Custer, Dorothy M. Comparison of fifth year pupils having continuing intervention programs and those without such assistance on certain achievement, adjustment and motivation measures. Dissertation Abstracts International, 32 (8-A), 4237, 1972.

Datta, Lois-ellin. A report on evaluation studies of Project Head Start. Paper presented at the American Psychological Association Convention, Washington, OCD, 1969.

Emmerich, Walter, Structure and development of personal social behaviors in preschool settings, November, 1971.

Home Start evaluation study--Interim report VI: Program analysis; summative evaluation results; cost-effectiveness analyses. High Scope Educational Research Foundation: ABT Associates, Inc., March 24, 1975.

Hosey, Harold Roy. Cognitive and affective growth of elementary school students who participated in summer Head Start. Dissertation Abstracts International, 33 (12-A), 6591, 1973.

Howe, Alvin Edward. A comparison of parents' and teachers' perceptions of Head Start and non-Head Start students. Dissertation Abstracts International, 32 (01-A), 68, 1970.

McGee, Grace Ann. An evaluation of the effects of the Bessell-Palomares Human Development Program on five year olds in an Appalachian Head Start class. Dissertation Abstracts International, 32 (8-A), 4329, 1972.

MIDCO Educational Associates, Investigation of the effects of parent participation in Head Start, final technical report, September, 1972.

Phillips, Clyde K., Jr. A comparative study of the effects of a Head Start Follow Through program and a kindergarten program upon the cognitive abilities and self-concepts of children from low socio-economic environments. Dissertation Abstracts International, 32 (7-A), 3629, 1972.

Research Triangle Institute, Final report: A report on two national samples of Head Start classes--some aspects of child development of participants in full year 1967-68 and 1968-69 programs. Durham, N.C., December, 1972.

Ryan, Sally, Ed. Longitudinal evaluations, Volume I: A report on longitudinal evaluations of preschool programs. DHEW publication No. (OHD) 74-24.

Smith, Marshall S. Some short term effects of Project Head Start: A preliminary report on the second year of Planned Variation, 1970-71. Cambridge: Huron Institute, August, 1973.

Thursby, Marilyn Pearcy. Effects of Head Start and Follow Through on dependency striving, dependency conflict, and autonomous achievement striving. Dissertation Abstracts International, 32 (2-A), 801, 1971.

Washington, Dorothy Jean. The relationship of the self-concept and other predictive variables to academic readiness of kindergarten and Head Start enrollees. Dissertation Abstracts International, 35 (5-A), 2557, 1974.

C. What impact does Head Start have on the families of participating children?

.... *Does Head Start have a positive impact on the attitudes of parents toward their children?*

Yes. The majority of studies report an improvement in parenting abilities and approach to parenthood, as well as a satisfaction with the educational gains of their children.

.... *Does Head Start produce changes in parent behavior?*

Yes. Some studies report an increase in positive interactions between mothers and their children, as well as an increase in parent participation in later school programs.

.... *Does parent participation in Head Start produce positive gains for children and their families?*

Yes. However, the research to date has failed to identify which kinds of parent involvement activities result in the most gain.

Seventeen studies were identified which included findings related to the impact of participation in Head Start on the family. Nine of these studies were dissertations which, for the most part, examined the effects of parent involvement or changes in parent attitudes at individual Head Start sites. One study looked at the program effects of Home Start on the family. Another study examined the educational aspirations of parents after their children had participated in a Head Start program. One researcher investigated the attitudes of parents during participation in the Parent-Child Centers program. One national study of the effects of

parent participation in Head Start was identified, while another study looked specifically at the effects of parent participation on the achievement of their children. One researcher discussed the efficacy of a specific parent training model.

The following is a list of those studies which were identified as having findings relating to the impact of participation in Head Start on the family.

Bissell, Joan S. Implementation of planned variation in Head Start I. Review and summary of the Stanford Research Institute interim report: First year of evaluation. DHEW Publication No. OCD-72-44, April 1971.

Bromley, Kathleen C., ed. MIDCO Educational Associates, Inc.; Non-technical report: Investigation of parent participation in Head Start, 1972.

Burden, Tobi LaBlanche Moss. Changing parent attitudes and improving the intellectual abilities of three-year old, four-year old, and five-year old children through participation in a Home Start program. Dissertation Abstracts International, 34 (11-A), 7037, 1974.

Carrier, Bruce & Holmes, Monica. Clustering and the selection of a representative sample for a study of the impact of the national program. Center for Community Research, March, 1972.

Grindheim, Rose Voetmann. A comparative study of Head Start programs. Dissertation Abstracts International, 31 (10-A), 3267, 1974.

Home Start evaluation study, final report: Findings and implications. High Scope Educational Research Foundation: ABT Associates, Inc., Spring 1976.

Jacobs, Sylvia Helen. Parent involvement in Project Head Start. Dissertation Abstracts International, 31 (4-A), 1649, 1970.

Kinard, Jesse Edward. The effect of parental involvement on achievement of first and second siblings who have attended Head Start and Follow Through programs. Dissertation Abstracts International, 35 (09-A), 5914, 1975.

Lewis, Cornell Theodore. A study of various factors in Head Start and Title I programs in twenty school districts. Dissertation Abstracts International, 32 (01-A), 129, 1971.

Morris, Vivian D. Factors related to parental participation in project Head Start. Dissertation Abstracts International, 34 (08-A), 4576, 1974.

Payne, James Simeon. An investigation of the effect of a training program designed to teach parents how to teach their own Head Start children. Dissertation Abstracts International, 31 (11-A), 5890, 1971.

Project Head Start: Achievements and problems. Office of the Comptroller General of the United States, May 20, 1975, MWD 75-51.

Weld, Lindsay Ann. Family characteristics and profit from Head Start. Dissertation Abstracts International, 34 (03-B), 1172, 1973.

Williams, Leslie Rowell. Mending the hoop: A study of roles, desired responsibilities and goals for parents of children in tribally sponsored Head Start programs. Dissertation Abstracts International, 36 (03-A), 1361, 1975.

Willmon, Betty. Parent participation as a factor in the effectiveness of Head Start programs. Journal of Educational Research, May 1969, 9, 406-410.

Wohlford, Paul. An opportunity in community psychology: Psychological services in Project Head Start. Professional Psychology, 1972, 2, 120-128.

Wolotsky, Hyman, et. al. Career Development in Head Start. Bank Street College of Education, New York, Career Development Training Program, 1970, v. C26.

D. What impact does Head Start have on the community?

.... *Does Head Start play a role in influencing changes in community institutions?*

Yes. A national survey of communities with Head Start programs identified institutional changes in all the communities investigated.

.... *Does parental participation in Head Start relate to increased community involvement?*

Yes. The research revealed that parents were more likely to experience increased total involvement over the period that their children were in Head Start and that this was likely to continue after their children entered regular school.

Only three studies were identified which spoke to the issue of Head Start's impact on the community. One was a national survey of Head Start centers. Another was a national survey of the impact of the Parent-Child Center programs and the third investigated the effects of parent participation in Head Start.

The following is a list of these studies.

A national survey of the impacts of Head Start centers on community institutions. Kirschner Associates, Inc.: Albuquerque, N.M., May, 1970.

Costello, Joan & Binstock, Eleanor. Review and summary of a national survey of the Parent-Child Center program. August, 1970, Yale Child Study Center.

MIDCO Educational Associates. Investigation of the effects of parent participation in Head Start, final technical report. September, 1972.

E. What impact does Head Start have on child health?

.... *Does participation in Head Start have a positive impact on the health of children?*

Yes. The research revealed lower absenteeism, fewer cases of anemia, more immunizations, better nutritional practices and, in general, better health among children who had participated in Head Start.

Six studies were identified with findings relating to the impact of Head Start on the health of participating children. One of these was a dissertation which compared the health status of a small sample of Head Start and non-Head Start children. Another study looked at the incidence of anemia among Head Start children. Two studies reviewed the program effects of the Parent-Child Centers program, one study examined the effects of the Health Start program on its participants and another reviewed findings from the Home Start evaluation study.

The following is a list of these studies.

Costello, Joan & Binstock, Eleanor. Review and summary of a national survey of the Parent-Child Center program. August, 1970.

Geesaman, Patricia Louise. The health status of Project Head Start children and non-Project Head start children from the same socioeconomic level. Dissertation Abstracts International, 31 (9-B), 5453, 1971.

Holmes, Monica, Holmes, Douglas, Greenspan, Dorie & Tapper, Donna. The impact of the Head Start parent-child centers on children: Final report. Center for Community Research, December, 1973.

Home Start evaluation study. Final Report: Findings and implications. High Scope Educational Research Foundation: ABT Associates, Inc., Spring, 1976.

Mickelson, Olaf, et. al. The prevalence of anemia in Head Start Children. Nutrition evaluation, 1968-1969. Merrill Palmer Institute, Detroit, Michigan; Michigan State University, East Lansing, Michigan, Head Start Evaluation and Research Center, 1971.

Vogt, Leona & Wholey, Joseph. Health Start: Final report of the evaluation of the first year program. The Urban Institute, September 29, 1972.

II. Summary of the Nature and Extent of Head Start Research

A total of sixty research reports were identified that contained findings related to the impact issues described. Table I summarizes the sources and dates of these research reports by topic area. The topic areas are not mutually exclusive: six reports addressed two questions, while two reports addressed three questions. The Total column in Table I presents the number of reports without overlap.

Table I

Research on the Impact of Head Start
by Year and Topic Across Subject Area

	Research Topic					
	Cognitive Development N=28	Social/Emotional Development N=16	Family Impact N=17	Community Impact N=3	Child Health N=6	Total N=60
Year of Report						
Prior to 1970	5	1	1	0	0	7
1970	4	1	2	2	1	8
1971	6	2	3	0	2	12
1972	3	6	3	1	1	12
1973	3	2	1	0	1	6
1974	5	3	3	0	0	9
1975	0	1	4	0	0	5
1976	2	0	0	0	1	1
Type of Report						
Dissertation	14	7	9	0	1	28
National Eval.	8	6	4	3	4	18
Literature Review	1	2	0	0	0	3
Other	5	1	4	0	1	11

Dissertations, numbering 28, were found to be a good source of information for research on Head Start that has not been widely disseminated. While dissertations were the only type of report to have findings indicating no impact as shown in Table II, those that did find positive impact did so

Table II

Head Start Research Findings

by Type of Report

TYPE OF REPORT	RESEARCH TOPIC											
	Cognitive Development N=28		Social/ Emotional Development N=16		Family Impact N=17		Community Impact N=3		Child Health N=6		Total N=62	
	Positive Impact	No Impact	Positive Impact	No Impact	Positive Impact	No Impact	Positive Impact	No Impact	Positive Impact	No Impact	Positive Impact	No Impact
Dissertation	9	5	2	5	4	5	0	0	1	0	16	13
National Evaluation	8	0	6	0	4	0	3	0	4	0	18	0
Reviews	1	0	2	0	0	0	0	0	0	0	4	0
Other	5	0	1	0	3	0	0	0	1	0	11	0

in areas that corroborated the evidence of other research findings. The "no impact" dissertations were most noticeable in research on the family and on social/emotional development, topics which are known to be difficult to measure. On the other hand, the failure of the other types of literature to report no impact could result in part from the lack of interest in publishing no impact findings and in part from the wealth of evidence provided by the wider range data collected in larger studies which yielded positive findings.

Dissertations and national evaluations differed greatly in their approaches. The dissertations tended to have smaller samples, usually from one or only a few Head Start sites. They also typically evaluated only one aspect of Head Start. In contrast, the national evaluations generally examined a broader range of questions, used larger samples and a wider selection of sites. Twelve of the national evaluation reports, primarily those associated with the Home Start and the Planned Variation studies, looked at outcomes in terms of specified or differential inputs (services) while only three dissertations did so. However, six of the dissertations examined the long term (after two or more years of Head Start) effects of the program, while only three of the national evaluation reports did so. It is important to point out that the unit of this analysis is the report and that several reports result from each national evaluation while each dissertation reflects a separate research effort.

Table I also reflects the difficulties encountered in attempting to obtain reports from the most recent research. Our search source for documents was existing data systems such as ERIC, and a noticeable time lag between publication and inclusion in such systems has been observed.

The most serious gap that was observed was the failure of most of the research to evaluate Head Start as a comprehensive services program. Often a narrow definition of objectives was used which failed to look at the "total" program. In particular, program goals concerning child health and community change were overlooked.

Within the topics frequently addressed, the research often omitted dimensions of crucial importance to policy formulation. Only one study was found that looked at cost or cost/benefit of the program. The precise program inputs were specified in only sixteen reports, leaving many questions of differential implementation unanswered. Finally, only seven reports looked at long term effects of Head Start--a question that will become of increasing importance as Head Start enters its second decade.

III. Summaries of Individual Study Findings*

A. *What impact does Head Start have on the cognitive development of children?*

Perhaps the most controversial evaluations of Head Start have focused on its impact on the cognitive development of the child.

Intelligence Gains

Stearns, in a review of studies on the effects of preschool programs on disadvantaged children and their families reported that the majority of studies showed improvement in performance on standardized tests of intelligence or general ability.

Scruggs measured the effectiveness of Head Start programs in influencing the cognitive development of 42 disadvantaged four year olds and found that both groups made significant gains on a number of variables including intellectual functioning, control of aggressive impulses and auditory discrimination. The greatest gains were seen in the results of the administration of the Stanford Binet Intelligence Scale. Scruggs concluded that the Head Start program objective of influencing IQ level was supported.

Similarly, Barrett, using the Stanford Binet Intelligence Scale to measure the cognitive gains of 65 children over a nine-month period, reported that a significant number of participants did show progress at the .01 level and that the whole group achieved a mean gain of 5.62 points. The deprived group demonstrated a higher increment of gain than the control or norm group. The deprived group also achieved a gain in their scores on the Caldwell Cooperative Preschool Inventory.

*References for the studies underlined in this section can be found in the annotated Bibliography included in the Appendix of this paper.

Larson investigated the degree of stability of significant gains made in intellectual functioning by a group of children who attended Head Start and two groups who did not attend preschool programs. The data collected after first grade showed nonsignificant differences between performance levels in intellectual functioning.

Academic Achievement

In a study of the gains in academic achievement and social development of 248 children participating in Head Start programs in Hartford, Connecticut, it was found that the Head Start participants started out with an 18 month deficit in language development for their age norm. However, they improved on an average of 13 months after participation in an eight month program. It was also reported that the Head Start children did better than their peers when they began regular school and there were fewer grade retentions and special class placements among former Head Start pupils.

Hulan in his comparison of 80 Head Start and 240 non-Head Start children found that the results of the Stanford Early School Achievement Test showed that the economically disadvantaged children who participated in Head Start demonstrated achievement equal to that of their more affluent counterparts from the same neighborhoods.

Larsen, in an evaluation of the effect of Head Start on the reading achievement of 25 children found that the program had been effective in preparing children for later reading achievement and the durability of the effect was demonstrated over a three year span.

In a report of findings after one year of the implementation of planned variation in Head Start, Bissell noted that participating chil-

dren improved in performance on measures of cognitive functioning and academic achievement more than could be attributable to expected maturational patterns in low income children.

In a summary report of the Educational Testing Service Head Start Longitudinal Study of 1,800 children in four poverty areas, Shipman noted that the children demonstrated a greater ability in understanding language than in using it. It was speculated that basic language comprehension may be relatively unaffected by environment; however, this does not seem to be the case with language usage. Shipman reported that the measures of school-related skills, cognitive style and self-concept were difficult to interpret because of their inconsistency from site to site.

Full Year Versus Summer Program

Since the Westinghouse study there has been continued interest in the differential effects of full year (eight months) programs versus summer (eight week) programs. Jackson evaluated the effects of Head Start on the second and third grade academic achievement of four groups of children who previously had participated in Head Start. The groups consisted of 1) lower class children who had been in an eight week summer Head Start class, 2) middle class children who had been in a summer Head Start program, 3) lower class children who had been in an eight month Head Start program, and 4) middle class children who had been in an eight month private kindergarten. The study revealed no significant differences between groups in overall achievement as measured by the California Achievement Tests. However, significant differences were detected among groups in specific cognitive skills: the eight month Head Start groups did significantly better than the eight week groups on

math fundamentals, while the eight week middle class group scored higher on language usage than the eight month lower class group.

Barnow has devised a framework for analyzing the effect of Head Start on cognitive development through reanalysis of the Westinghouse data and development of a linear model of "educational production function." The results of his reanalysis showed that both summer and full year programs were effective for white children from mother-headed families, but ineffective for white children from two-parent families. For black children Barnow found that participation in Head Start programs produced a five point gain in IQ when tested in first grade; however, by second and third grade no gains were retained. This study revealed no difference in effects between participation in full year or summer programs for either race.

In another reevaluation of the Westinghouse data using new evaluative procedures, Cain produced findings generally compatible with the original study. He concluded, however, that in general Head Start programs did not emphasize a cognitively oriented curriculum, but rather the emphasis was on delivery of comprehensive services and parental involvement.

In contrast to the findings on the effects of full year programs, the majority of the research which evaluated the effects of summer programs revealed that the children who participated in these short term programs did not achieve significant gains in cognitive skills. Bickley investigated selected characteristics during grade one of children who had attended a summer Head Start program to determine its effect on their reading achievement. Children who were disadvantaged, but who did not participate in Head Start and children who were not disadvantaged were also investigated. No significant differences in reading readiness scores were found as mea-

sured by the Durrell Analysis of Reading Difficulty and the Reading Readiness instrument. However, the overall achievement of the Head Start group was not as great as that of the group which was not culturally disadvantaged. On the other hand, the Head Start group did perform better in the area of oral language than the non-Head Start culturally disadvantaged group.

Lewing evaluated a summer Head Start program in rural Illinois by analyzing differences between 87 participants and 73 non-participants using the Primary Reading Profiles and found no differences between groups on reading achievement. Hosey compared the long-range academic achievement and self-concept difference of fourth grade children who participated previously in a Head Start summer program with a group of children who were eligible, but who did not participate. He found that the academic achievement of the Head Start group was not higher than the control group, nor were the intelligence scores as measured by the Kulymann Finch Intelligence Tests. The attendance records were similar and no overall statistical differences were shown.

Similarly, Himley tried to determine if lasting social and educational benefits accrued to culturally deprived children as a result of their having participated in a summer Head Start program. Administration of the Metropolitan Readiness Tests revealed no lasting benefits in reading readiness, number readiness, vocabulary development or social maturity. Dellinger also found that attendance in a Head Start summer program was not related to subsequent improved performance on the Metropolitan Readiness tests.

In contrast to these studies, Beard found that a group of 68 children enrolled in a summer Head Start program improved significantly as measured

by the Peabody Picture Vocabulary Test, the Goodenough-Harris Drawing Test and the Gesell Developmental Designs instrument, while the scores of the non-participating control group remained the same except on the Vineland Social Maturity Scale. Chaplan, as well, found that 54% of the teachers interviewed for a sample of 170 randomly selected children felt that participation in a summer program had adequately prepared the children for entrance into kindergarten.

Comment

The cognitive gains in intelligence and academic achievement identified as associated with participation in Head Start (Scruggs, Barrett, Hulan) do not appear to be significantly associated with the summer programs. The period of intervention must be longer to have enduring effects as documented by other findings such as those cited in impact on social development.

Program Approaches

One problem encountered by evaluators of Head Start has been the difficulty in aggregating the varied program approaches together for investigation. Several studies have examined the effects of individual Head Start programs. Planned Variation was an attempt by the Office of Child Development to compare a variety of programs for disadvantaged preschool education.

Featherstone investigated whether different kinds of preschool programs would have differing cognitive effects on different kinds of children at eight Project Head Start Planned Variation sites. From an analysis of data generated during the first two years of Planned Variation Featherstone concluded that there is no one approach which will work for all children.

In an overall evaluation of eight Planned Variation programs the Stanford Research Institute found that Head Start did change the classroom performance of participants as measured by the Preacademic Skills Test Battery more than could be expected through normal maturation. It was also found that, in general, Planned Variation Head Start was slightly, but not significantly, more effective than the regular Head Start programs, i.e., most children (79.83%) in Planned Variation programs gained over two standard score points on the cognitive and preacademic measures. A comparison of the various curricula suggested again that no one approach was more effective than another. The data also revealed that Head Start seems most effective with the children who need the most help. Overall, Head Start was found to be associated with significant and substantial effects on the cognitive growth of children.

In a report on the short term cognitive effects of Head Start based on data collected during the third year of Planned Variation, Weisberg found that both Planned Variation and regular Head Start participants performed better than controls on the following cognitive tests: Preschool Inventory, Wide Range Achievement Tests and the Peabody Picture Vocabulary Test. However, there were no overall differences between Planned Variation and regular Head Start program effects. The results were quite homogeneous and no one program scored above average in effectiveness on all measures.

Another programmatic approach to Head Start goals was the Home Start program designed to offer children eligible for Head Start and their parents the same kinds of benefits and stimulations as Head Start, but

in a home setting. High Scope Educational Research Foundation reported that in the area of school readiness the Home Start children, after 7 months, were significantly above the controls as measured by the Preschool Inventory, the DDST Language Scale and the child talk score from the 8-Block Task. At 12 months the PSI was the only single school readiness measure to differentiate the groups, but when all four outcomes were analyzed simultaneously a significant difference was found favoring the Home Start children. Burden investigated whether there were any changes in mothers' attitudes toward their children or in the children's measured intelligence. Administration of the Hereford Parent Attitude Survey revealed no change in the mothers' attitudes and the Peabody Picture Vocabulary Test scores showed no differences in the children's intellectual growth. However, the tests were administered at the beginning and end of a four month period.

Costello in an analysis of 34 Parent-Child Centers serving 1818 families (2585 children) found that eight centers emphasized a cognitive stimulation approach and 22 centers offered a general developmental approach. The data indicated that no one approach produced better results than another.

Grindheim evaluated the effectiveness of a task-oriented Head Start program using the Metropolitan Readiness Tests and compared the results with those of children attending a traditional nursery school type Head Start program. She found that there was little difference in the effects of the two approaches.

Barber investigated the effects of a program of home intervention which was designed to supplement the regular Head Start program by using paraprofessionals to assist parents in providing intellectual stimulation for their children. The sample included 198 full year Head Start children in three urban and two rural centers. It was hypothesized that the child's performance on various cognitive tasks would be improved after this interaction with his parents as measured by the Peabody Picture Vocabulary Test, the Deal-Dickerson Measure of Logical Expression and the California Test of Personality. The data revealed that the motivation of parents to assist their children was positively related to the child's performance on the above measures of learning skills.

Comment

Participation in Head Start in its many forms relates positively to gains in cognitive skills among the children. The differences in gains among the program approaches are not a major factor influencing the gains.

B. *What impact does Head Start have on the social development of children?*

The data pertaining to this question suggest that no single answer is possible and that certain program contents, parental roles, and other variables will influence the head Start child's gains in this area.

Self-Concept

Washington compared the self-concepts of a group of 46 Head Start students of low SES and a group of 46 private non-disadvantaged kindergarten students, using the Thomas Self-Concept Values Test. Self-concept was not found to correlate significantly with group membership, even though the groups differed markedly in social class background, IQ level, and amount of preschool experience. The same was true for values. Moreover, self-concept factors were not related to the reading readiness of either group.

In two additional studies it was found that Head Start participation did not affect gains in the positive self-concept of participants. Hosey assessed the positive self-concept of a group of 24 disadvantaged students who had participated in a summer Head Start program and a group of 24 first grade students from the same school who had been eligible for Head Start the preceding year when no program was available. No significant differences between the two groups were found either on positive self-concept or any of six self-concept factors measured by the Piers-Harris Children's Self-Concept Scale. In a study conducted by Phillips 90 pupils from a nine month Head Start program were assigned to a Head Start/Follow Through program and 75 pupils from the former program were assigned to a kindergarten program. The two groups of pupils

did not differ in the degree to which self-concept had improved six months later, as measured by the Personal Worth subtest of the California Test of Personality.

On the other hand, Custer did find indications that self-concept had been enhanced in a group of 90 black fifth grade children whose participation in a Head Start program was followed by four years of additional intervention programs. The girls of this group were higher in the composite self-concept factors of esteem, social interest, complexity of self, identification with friends, and preference for friends than the girls of a control group of 90 black fifth grade children from a neighboring county who had been eligible for Head Start but had not been provided with a program. The Head Start group boys differed from the control group boys only in showing greater preference for their mothers. There were no differences for either sex in the factors of individuation, realism, identification with mother, father, or teacher, or preference for father or teacher.

In the MIDCO investigation of the impact of the participation of parents in Head Start programs on their children, the social development of children was found to be related to the pattern of parent participation. Parent participation in Head Start was categorized as high or low participation in decision-making roles and in learner roles. However, high parental participation in decision-making roles was associated with increased identification with significant others among the children in the program. When looking at the individual children within sites, children of parents highly active in learner roles think of themselves as happier, but have lower preference for friends than children of parents

highly active in decision-making roles. Writing on the same study, Bromley found that the self-concept of children was enhanced in centers with high levels of participation in one or both parent roles and that the children of parents high in decision-making roles and learner roles had a better self-concept than the children of parents low in both parent roles.

Comment

One weakness of most of these studies in directing policy is first that membership in a Head Start program was assumed to represent treatment and no other measures of treatment input or variability were used. Thus, with so little information on what other "treatments" were operating, it is difficult to suggest program modifications to improve performance. It is possible that variability in treatments or lack of inputs is the cause of the no impact findings.

Custer's study suggests, as have many other studies, that long term and continuing intervention are necessary to produce significant changes, though again the specific program inputs associated with these gains are not specified.

Only the MIDCO study attempts to associate program characteristics with outcome. However, the problem here is whether the parent participation aspects of the program structure affected the child's self-concept or whether, in fact, the relationship between improved child self-concept and parent participation in certain aspects of the Head Start program resulted from basic prior differences among Head Start parents in their own competence and parenting skills. If one is willing to assume that the parental participation roles in Head Start is causally related to

improved self-esteem of the children, then the policy implications of the study are that efforts should be made to increase parent participation in the programs in all roles and most particularly in active decision-making roles. Further examination of the effectiveness of parent participation in learning roles as an effective means of improving parenting skills and, therefore, child self-esteem, is certainly suggested.

Achievement Motivation

Large-scale evaluations of early Head Start programs have yielded possible inconsistent results concerning achievement motivation. A study conducted by Research Triangle found that the gains of participating children in achievement motivation were greater than expected at usual maturational rates, using the Gumpgookies test, as well as the Behavior Problem Scale, a Motivation Problem Scale, and a Feeling of Inadequacy Scale from the Inventory of Factors Affecting the Stanford-Binet. These gains were not related to child age and sex, nor to parental characteristics such as aspirations, expectations, amount of reading to the child, number of visits to the classroom and child rearing practices. However, differences related to ethnicity do appear.

In another study of achievement, Thursby has attempted to replicate Beller's finding that preschool experience raises autonomous achievement striving and lowers dependency conflict. The subjects under study consisted of one group of 28 Follow Through children who had had a year of kindergarten prior to first grade, a second group of 59 Follow Through children who had participated in summer Head Start prior to first grade, and a third group of 49 children who were enrolled in regular first grade

classes and who had had no preschool experience. Beller's instrument was replaced by an observational procedure. Data obtained through this procedure provided little support for the earlier predictions.

Comment

The impact of Head Start on achievement motivation has not been clarified. Increases in achievement motivation appear to occur, but the durability of such gains has been challenged.

Social Behavior

Several studies attempt to relate Head Start program inputs to social-personal behaviors of the children. Smith used the fall-spring scores on the Preschool Behavior Observation System of 16 children to study the programmatic approaches of Planned Variation in Head Start. No evidence for hypothesized relationships between the social-personal behaviors, including self-esteem, interpersonal skills, and autonomy of the children and their learning environments was obtained. The comparison is among Head Start programs, however, not between them and control groups not receiving Head Start. On the other hand, McGee exposed nine Head Start pupils to Human Development Program materials for 28 weeks of training. Although no systematic changes were found in personal adjustment and social adjustment, the children did show improvements in self-awareness, effectiveness, awareness of others, interpersonal comprehension, and tolerance; those changes were considered significant, indicating positive relationship between program content and child behavior.

In evaluating Home Start, Deloria found significant differences in the social-emotional development of children after 12 months in the program with the Shaffer Behavior Inventory and the Pupil Observation Checklist Sociability Scale. In addition Howe reported that as late as second grade both parents and teachers rated children who had attended Head Start more mature socially on the Vineland Social Maturity Scale than similar children who did not attend Head Start.

Comment

Thus, while variations among Head Start programs may or may not affect social behavior differently, it can be said that Head Start does positively contribute to the development of socially mature behavior.

Child Socialization

Head Start may facilitate child socialization. In one review of Head Start evaluation studies, Ryan has observed that Head Start boys were more mature than non-Head Start boys both before and after kindergarten. In another review of Head Start evaluation studies, Datta has concluded that interactions with children from other ethnic groups and verbal interactions with children and adults are increased for Head Start participants. These gains appear to be independent of age, I.Q. level, and program content. Several other studies of the social development of Head Start children have indirect implications for program planning, but no findings relevant to evaluating program impact.

Benson and Kuipers have examined the relationships between various personality dimensions and intellectual development in 82 Head Start children. As hypothesized, extraversion, task orientation, general adjustment, and peer adjustment were found to correlate positively with

intellectual development; distractibility and introversion were found to correlate negatively with intellectual development and hostility and considerateness were found not to correlate with intellectual development. These findings were unaffected by the factors of sex, ethnicity, and economic status. The study concludes that Head Start programs should, therefore, attempt to create situations that require self-initiating, exploratory, persistent, and independent activity on the part of the child.

For example, Emmerich rated 500 urban preschool children on the basis of observations made in "free play" periods under minimally structured conditions. The majority of the children were black and enrolled in Head Start. It was found that 18 constructs of the personal-social behaviors of these children could be organized into the three dimensions of Extraversion vs. Introversion, Warmth vs. Hostility, and Task vs. Peer Orientation. Most global changes observed during the year were in a direction consistent with accepted socialization goals, with the majority of children showing effective adaptation to the basic requirements of a preschool environment. Writing on the same study, Ward observed further evidence for the presence of a three-dimensional configuration in the personal-social behaviors of Head Start children. No significant relationships were found between these behaviors and self-regulatory behaviors. It was concluded that young socioeconomically disadvantaged children achieve an organization of personal-social behaviors comparable to that of middle-class children, even though they have not yet achieved such comparability in the cognitive domain.

No attempt was made to compare the Head Start children to untreated disadvantaged children or to middle class children, nor was the study designed "to determine whether subgroup differences and transformations within subgroups take on a different pattern when independent variables associated with the child's home experiences and classroom environment are considered." Thus, no program evaluation was presented nor intended.

Comment

In summary, Head Start factors associated with social and emotional gains appear to be parent participation (MIDCO), continuing intervention (Hosey, Custer) and curriculum focused intensely on social skills (McGee). As a whole, Head Start contributes to the social development of the participating children. One question not addressed was to what extent the improved social development is associated with later success in school.

C. *What impact does Head Start have on the families of participating children?*

The question of the impact of Head Start on the families of participating children is crucial. Head Start was, from the beginning, designed to help the disadvantaged child and his family overcome the obstacles that could hinder the child's later success. The intent was and is to assist the disadvantaged family in the task of child rearing. The program has attempted through involving the parents in a wide variety of participatory roles to support and encourage them in making maximum use of their own talents and available community resources for their children's benefit. To accomplish this goal, the participation of the parents in Head Start program activities has been considered essential.

Parent Attitudes

Parental reaction to the Head Start program has been overwhelmingly positive. The Bank Street study found that the greatest source of parent satisfaction was the educational gains parents observed in their children, followed by self-reported feelings of increased understanding of the child and improved parenting abilities as well as increased feelings of self-confidence and coping ability. Similar results were found by Carrier and Holmes in their study of the attitudes of parents participating in the Parent and Child Centers. Ninety-five percent of the interviewed parents stated that the program had positive effects, either educational or on parental self-confidence. A majority reported gains in their approach to motherhood. Similar parental attitudes are reported by the MIDCO and Bromley in an extensive study of parental involvement in

Head Start. However, Jacobs' study of a Head Start project in Austin failed to find changes in maternal optimism, aspirations for the child or child rearing practices. Burden, in looking at Home Start, also reported no change in maternal attitudes associated with being in the program. These study results appear to be the exception, rather than the rule.

Changes in Parent Behavior

Although Head Start has generally had a positive effect on parental attitudes, has it positively affected the parents' behavior towards their children or in their use of community resources? Bissell reported a significant increase in Head Start mothers' verbal communication with their children and in their praise of them in a learning task using the Hess and Shipman Eight Block Sort Task. Lewis cites an increase in extent and kind of parental participation in the later school programs of children who attended Head Start, resulting either from changed parental behaviors or changed school practices that encourage such involvement, or both. The High Scope evaluation of Home Start concluded that the program was effective for parents on a number of dimensions at both 7 and 12 months. Home Start mothers were more likely to allow their children to help with household tasks, reported teaching more reading and writing skills to their children, provided more books and common playthings for their children to use and read stories more often than the controls.

When comparisons were made between Home Start and regular Head Start participating parents differences were found primarily on home environment variables. At both 7 and 12 months, Home Start mothers

reported teaching more elementary reading and writing skills to their children. At 20 months Home Start mothers reported they more frequently let their children "help" with simple household tasks.

Parent Participation

Projects can provide opportunities for involving parents in program planning and operation, in classroom activities, in support activities, and in work with their own children in cooperation with Head Start staff. The nature and extent of parental participation in eight surveyed Head Start projects were reported in excerpts from the GAO Report to the Congress, Project Head Start.

In addition, Willmon found that reading scores and active parent participation in a summer Head Start program were highly and positively associated, although prior parent attitudes and behavior are probably the causal factor. While Kinard found both the extent of parent participation and the length of exposure to a comprehensive program (Head Start versus Head Start and Follow Through) related significantly to child achievement as measured in second grade on the Metropolitan Achievement Tests.

Studies of particular parent training programs show mixed results, depending on the model tried. In a policy study, Morris was unable to identify any factors that could be adjusted by the program personnel that significantly affected the parent participation in one Head Start project. This line of inquiry should be pursued in an attempt to identify which kinds of parent involvement activities result in the most gain to the children and families and the ways in which parent participation can be increased.

Who benefits

The question of which families benefit the most from Head Start was asked by Weld who compared the residual gain scores on the Preschool Inventory, the Peabody Picture Vocabulary Test, the Birthday Test, the Stanford Binet Intelligence Scale and several measures of child behavior to a number of family characteristics. Perception of the value of education, provision for the child's immaturity and support for individuality were characteristic of families whose children gained the most from Head Start. Positive attitudes regarding the importance of education were found by Grindheim to be more characteristic of Head Start families than similar families who did not have children enrolled.

Comment

While the actual extent of parent participation in Head Start has not been documented adequately, it is clear that high parental participation is associated with gains both on the part of the child and the parent. Improved documentation of parent participation and diversified opportunities for participation by working mothers and fathers should be investigated. No studies addressed the question of how many mothers entered the workforce as a result of having Head Start available to them.

D. *What impact does Head Start have on the community?*

Project Head Start has a number of stated goals designed to improve the opportunities and potential of disadvantaged children. It was anticipated that one related outgrowth of the program would be its impact on the community and various community institutions.

The results of a national survey by Kirschner Associates of the impacts of Head Start centers on community institutions for the period from July 1968 through January 1970 were published. The purpose of the survey was to obtain a greater understanding of Head Start's role in influencing changes in community institutions. It was found that institutional changes consistent in direction with Head Start goals and philosophies were identified in all of the communities investigated. A total of 1496 changes were identified in 58 communities studied. Of the total of 1496 changes, 1055 were educational in nature and 441 were classified as health related. Table VIII displays the number of institutional changes in each of four categories.

In the summary of a national survey of the Parent-Child Center Program conducted in 1970 the program's impact on local communities was noted. It was found that in many communities, particularly in rural areas, the Parent-Child Centers gained high visibility and were effective in bringing together a variety of agencies which serve children and families.

TABLE VIII

Number of Institutional Changes in Each of Four Categories

Category of Institutional Change	Frequency	Percent of Total
Increased involvement of the poor with institutions, particularly at decision-making capacities	305	20.3
Greater employment of local persons in paraprofessional occupations	51	3.4
Greater educational emphasis on the particular needs of the poor and of minorities	747	50.0
Modification of health services and practices to serve the poor better and more sensitively	393	26.3
Totals	1496	100.0

In a study conducted by MIDCO Educational Associates in 1972 investigating the effects of parent participation in Head Start, it was found that parent involvement in Head Start may have been related to community involvement. There were some indications that Head Start programs where parents were highly active may have helped to develop increased feelings of community involvement. The parents were more likely to experience and feel increased total involvement over the period that their children were in Head Start, and this was likely to continue after their children enter school.

The following is a summary of the MIDCO findings which reflects the relationship between parent participation and Head Start's impact on community institutions:

1. Both the greatest number of changes and the more significant changes were reported in centers rated high in both decision-making and learner activities.
2. The centers which reported the most significant kind of institutional changes were those where decision-making was the stronger of the two roles.
3. There was a direct relationship between the extent of parent participation and the ability of parents at a center to recall and document changes.
4. Significant and important institutional changes appeared to be associated with a number of factors:
   a. Parents who were interested in the welfare of their families.
   b. Head Start staffs who provided opportunities for parent involvement in decision-making and learner roles.
   c. Staffs who provided continued support and encouragement.
   d. Community leaders who were responsive to the needs of low income families.
   e. Federal and State policies and funding which provided a support base and climate conducive to bringing about change for the benefit of low income families.

E. *What impact does Head Start have on child health?*

It is widely accepted that good health is necessary for the optimal development of children. A major concern of Head Start has been to provide preventive health care, to screen, diagnose and treat health problems, and to promote good health care practices and services. However, little research has been done to document the extent to which needed services have been provided and the impact of Head Start health care on the physical well being of children.

Geesaman compared a group of 31 children chosen from a group of 203 children who had attended a Head Start program in Bloomington, Indiana, with a control group of students at the same school matched by paternal occupation. She found that absenteeism was lower among students previously enrolled in Head Start than among the control group, although the reported immunization levels and cases of reported childhood disease did not differ. This may suggest that alternative means of access to health services were available to the non-Head Start children, and that factors other than health, such as improved adjustment to school and higher levels of maternal employment could explain the lower absenteeism of the children who had attended Head Start.

Health needs

The health needs of Head Start children and the health care alternatives available to them have not been thoroughly documented. Mickelson looked at the nutrition status of Head Start children and found that among 77 Head Start children in Pontiac, Michigan, anemia was not as prevalent as expected. Sixty percent of the tested children fell in the

high range of hemoglobin levels. In addition, the height of these children was found to be normal. The author cautions that such findings may differ by geographic location.

Health programs related to Head Start

The success of one special focus program of Head Start, the Parent-Child Center (PCC) in improving child health has been evaluated. Costello found that infants in the Parent-Child Centers showed substantial gains in the first year of enrollment on both the mental and motor scales of the Bayley Infant Development. Holmes found that the Centers positively affect both the number of immunizations received (especially in urban areas) and the dental care received. The Centers did not appear to affect nutrition practices or prenatal and well baby clinic visits.

In evaluating Health Start, Vogt found that 78% of the children enrolled in 1973 received medical exams, with 24% needing treatment. Fifty-six percent of those who needed treatment received it. Similarly, 42% of the enrollees received dental exams, with 44% needing dental care and 38% of these children receiving it. The study further examined cost efficient methods of delivering health care.

In the Home Start Evaluation study mothers of participating children reported that they believed that their children were receiving better medical and dental care as a result of the Home Start program.

Comment

This meager array of studies emphasizes the need to identify specifically the health problems of disadvantaged children by geographic location, to identify alternative sources of health care, and then to examine the impact of Head Start in alleviating the health problems of enrolled children.

APPENDIX

An Annotated Bibliography of Head Start Literature

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This is an annotated bibliography of journal articles, books, newspaper articles, dissertations and project reports which focus on Project Head Start. The following sources were used to identify Head Start literature: computer searches of the ERIC system, the PASAR system of journal articles maintained by the American Psychological Association, the Medlars system of references to medical journals, the Libcom system of references to Library of Congress entries, Dissertation Abstracts, the National Technical Information Service (NTIS) system of research reports, the Social Science Citations references to journal article citations, the Smithsonian Science Information Exchange of on-going research, and the New York Times Information Bank on articles in 60 business and political news magazines and newspapers. In addition, the Bates Bibliography of Head Start Research, the Congressional Information Service Index and miscellaneous publications were used.

The first 118 pages are references to articles pertaining directly to Head Start children, services, or projects. The smaller section entitled Head Start Related Bibliography (p. 119) is a listing of articles uncovered in the course of the search which deal with the health, education, or welfare of preschool disadvantaged children and/or compensatory education. These were included as they may be useful to people interested in Head Start. However, this list should be considered as only a supplementary bibliography of such literature.

The index at the end of this document includes the following subject areas: basic research studies, cognitive achievement, community impact, cost analysis, data analysis, descriptive studies, editorials and comment, evaluation studies, handicapped studies, health, Home Start, legislation,

longitudinal studies, mental health services, Parent Child centers, parent participation, Planned Variation, social/emotional effects, sponsorship, staff training, teaching techniques and test collection or analysis. Each subject area in the index is followed by an alphabetical list of authors whose research applies to that category.

Abt Associates, Inc. Education as Experimentation: A Planned Variation model, Volume 11B: Appendices and monographs, May 1, 1975.

This document includes a monograph which examines the progress of children who participated in Head Start Planned Variation and then went on to participate in Follow Through.

Abt Associates, Inc. Final Report: Overview of the Parent-Child Center Management Information System. June 11, 1973a(AAI Report No. 73-86) (ED 088 217), microfiche.

This final report provides an overview of the Parent Child Center Management Information System which is the first operational MIS for a social action program relating to child welfare. The system links data reporting directly to management decisionmaking.

Abt Associates, Inc. Home Start Evaluation Study--Interim Report V: Program Analysis: Instruments. Fall 1974.

This manual is a compilation of the ideas, experiences and insights gained by the staff of the National Home Start Evaluation after three years of family-oriented education and service.

Abt Associates, Inc. Parent Child Center Management Information System Documentation: Vol. I Documentation of System Requirements and Information Flow, Vol. II, MIS Data by Management Information Requirement. May 31, 1973b(AAI Report No. 73-63)(ED 085 878; ED 085 879), microfiche.

This is a two volume report, the first of which presents an overview of the document's input-output relationships, explains data validation and processing procedures and specifies systems requirements. The second volume presents an overview of the system document flow, displays the relationship of individual output reports and traces the input flow.

Adams, Jerry, & Lieb, Jack J. Canter-Bip and Draw-A-Person test performance of Negro and Caucasian Head Start children. Psychology in the Schools, 1973, 10 (3), 299-304, hard copy.

This is a study of the performance of white and black Head Start children in the Canter Bip and Draw-A-Person tests. An assessment is made of the adequacy of the tests to evaluate the relationship between performance and ethnic groups.

Adkins, Dorothy. Development of a pre-school language-oriented curriculum with a structured parent education program. Final report. Hawaii University, 1968 (ED 028 845), microfiche.

The objectives of this project were to test a structured language-oriented curriculum, used for an academic year in Hawaiian Head Start classes and to examine the results of an accompanying parent education program.

Adkins, Dorothy C. Home activities for preschool children. A manual of games and activities for use by parents with their children at home, to foster certain preschool goals. Hawaii University, September, 1971 (ED 060 947), microfiche.

The purpose of this manual is to present actual games used in programs designed to involve Head Start Parents in the intellectual and social-emotional development of their children.

Adkins, Dorothy & Herman, Hannah. Hawaii Head Start Evaluation, 1968-69, Final Report. (ED 042 511; PS 003 448), hard copy.

This report presents research findings comparing the developmental effects of two curricula, two parent programs, and two levels of parent participation. Dependent measures included classroom observation, pre- and post-tests, and pre-post interviews with mothers. Substantive data are presented on the variables.

Allen, K. Eileen, Turner, Keith D. & Everett, Paulette M. A behavior modification classroom for Head Start children with problem behaviors. Exceptional Children, October 1970, 37 (2), 119-127, hard copy.

This article describes a demonstration Head Start class for children with problem behaviors. The goals of the project were: to provide remedial services for these children through the application of behavior modification procedures; to train Head Start personnel in these techniques; and to conduct behavior analyses of teacher-child interaction.

Alexander, Theron. Culture, cognition, and social change: The effect of the Head Start experience on cognitive patterns. Temple University, Child Research and Evaluation Center for Head Start, 1973 (ED 086 315), microfiche.

The purpose of this study was to determine which intellectual abilities account for IQ changes over the school year. Head Start children served as subjects.

Alexanian, Sandra. Head Start evaluation and research center, Boston University Report D-1, language project. The effects of a teacher developed pre-school language training program on first grade reading achievement. Boston University, 1967. (ED 022 563), microfiche.

The purpose of this study was to determine the effects of a special teacher-developed language readiness curriculum on grade one reading achievement.

Almy, Millie. Early childhood research: Second thoughts and next steps. 1972.

This is a review of early childhood research which examines what has been accomplished in the field and what questions need to be answered. In this context the needs of Head Start are examined.

Alpern, Levitt. Methodological considerations in devising Head Start program evaluations. Indiana University, April, 1967 (ED 025 319), microfiche.

In this article the author proposes several methodological techniques which might improve Head Start evaluations.

Analysis of Head Start Interviews, 1972, 23 p. (ED 089 850), microfiche.

This report describes the analysis of a Head Start parent interview, designed to investigate the attitude of Head Start parents toward the program and the degree of parent participation in three aspects: (1) knowledge and participation in the educational program; (2) participation in the decision-making about the educational program; and (3) personal development.

Andronico, Michael P. Case conference: A psychotherapeutic aide in a Head Start program: I. Theory and practice. II. Commentary. Children, January 1969, 16 (1), hard copy.

This is a description of the use of a psychotherapeutic aide in a Head Start program with commentary following the discussion.

Arkes, Hal R. & Boykin, A. Wade. Analysis of complexity preference in Head Start and nursery school children. Perceptual and Motor Skills, 1971, 33 (3), 1131-37, hard copy.

The complexity preference of Head Start and nursery school children was assessed using both familiar geometric forms and random polygons. Each preference served as a dependent variable to measure any change after the child's participation in a Head Start program. The purpose of the study was to determine whether or not Head Start children and the nursery school children preferred the same level of complexity.

Arnoult, Joseph F. A comparison of the psycholinguistic abilities of selected groups of first grade children. Dissertation Abstracts International, 1973, 33, (7-A), 3364-3365, 1973, hard copy.

This study sought to determine the effect of Project Head Start on the measured psycholinguistic ability of first grade pupils. The influence of race was also examined. Tables illustrate pre-post test results.

Assessment of the handicapped effort in experimental regular Head Start and selected other exemplary pre-school programs serving the handicapped. Volume I, Chapters 1-7, Final Report. Syracuse University, October 1974a (ED 108 440), microfiche.

The purpose of this study was to evaluate the response of Head Start programs to a 1972 Federal mandate requiring at least a 10 percent enrollment of handicapped children in the program.

Assessment of the handicapped effort in experimental regular Head Start and selected other exemplary pre-school programs serving the handicapped. Volume II, Appendices. Final report. Syracuse University, N.Y. Division of Special Education and Rehabilitation, 1974b (ED 108 441), microfiche.

This document presents appendices from the final report of an evaluation of the response of Head Start programs to a 1972 Federal mandate requiring at least 10 percent enrollment of handicapped children. Summarized are case studies of 20 handicapped children enrolled in Head Start.

Atchley, Robert C. Can programs for the poor survive in middle-class institutions? Phi Delta Kappan, Dec. 1971, 53 (4), 243-4, hard copy.

This article discusses what happened to the Head Start concept of teacher aides when used by the public school system of a medium-sized Midwestern city. The problems that arose are analyzed and implications are drawn.

Ball, Donald W. & Payne, James S. Factorial composition of the Peabody Picture Vocabulary Test with Head Start children. Psychological Reports, 1973, 32 (1), 12-14, hard copy.

The Peabody Picture Vocabulary Test was administered to 354 Head Start children ages 3-5 years and a factor analysis was performed on each of its items. The purpose of the study was to determine whether the general factor, and the test as a whole, could be deemed one of receptive vocabulary ability.

Ball, Samuel. Assessing the attitudes of young children towards school. Educational Testing Service, August 1971 (ED 056 086), microfiche.

This paper (a Head Start Test Collection report) presents an overview of the state of the art in attitude assessment of young children toward school and school related activities. The focus is on preschool children and children in kindergarten through second grade. Various problems of attitude assessment are presented and techniques of attitude measurement are discussed.

Barber, Adeline Zachert. A descriptive study of intervention in Head Start. Dissertation Abstracts International, 31 (08-A), 3986,1971, microfilm.

This study examines the effect of planned interaction by paraprofessionals with parents of Head Start children on the cognitive achievement of these children. The study also examines the effectiveness of using paraprofessionals for this purpose. Environmental factors such as education of the mother, child's position in the family, or the rural versus urban location of the family are investigated to determine their relationship to learning skills, social adjustment and motivation of parent to work with the child. The relationship between social adjustment and intellectual achievement in Head Start is studied.

Barclay, Lisa Frances Kurcz. The comparative efficacies of Spanish, English, and bilingual cognitive verbal instruction with Mexican-American Head Start children. Dissertation Abstracts International, 30 (8-A), 3311, 1970, microfilm.

This study was designed to determine whether a structured verbal learning approach utilizing both cognitive and linguistic training would result in greater language learning gains among Mexican-American Head Starters than would the usual Head Start program alone.

Barnow, Burt S. The effects of Head Start and socio-economic status on cognitive development of disadvantaged children. Dissertation Abstracts International, 34 (10-A), 6196, 1974, microfilm.

This thesis reviews the Westinghouse study controversy and reanalyzes the Westinghouse data in an economic framework by attempting to incorporate Head Start into an educational production function. Findings are presented on the new statistics. Several formal models of Head Start evaluation are presented in order to determine conditions which will lead to biased and unbiased estimates.

Barrett, William J. The effect of Head Start experience on deprived groups: Administrative Implications. Dissertation Abstracts International, 28 (9-A), 3400, 1968, microfilm.

This study measured, by means of a pre-test and post-test, progress made over a nine month period in Head Start by two groups of deprived children.

Barton, Douglas H. The oral health needs of Head Start children. Journal of Dentistry for Children, May-June, 1975, 42 (3), 210-12, hard copy.

This is a report of a study of the incidence of caries among a sample of 908 Head Start children between 1971 and 1973.

Bass, William M. Anthropometric measurements of children in the Head Start program. Kansas University, November 30, 1967. (ED 042 488), microfiche.

This is a preliminary report of an anthropometric measurement study of a group of Head Start children. The areas of primary concern were patterns of tooth eruption and basic head and body dimensions.

Bates, Barbara D. Project Head Start 1965-1967: A descriptive report of programs and participants. Office of Child Development, 1969 (ED 034 569), microfiche.

This report describes the children, their families, and staff members who have participated in Project Head Start from its inception in the summer of 1965 through 1967. Data are presented which offer a general picture of the populations served as well as program information. In particular, tables provide information representing a description of the Head Start children and their families, the medical status of the children, center information, staff member characteristics, evaluation of the program and parent activities. The data depict selected trends in the composition and characteristics of the Head Start participants by comparing them from one project term to the next.

Bates, Barbara D. Project Head Start 1968: A descriptive report of programs and participants. Office of Child Development, September 1970a (ED 047 816), microfiche.

This report is the second in a series designed to describe children, their families, and staff members who have participated in Project Head Start center activities. The data depict center and participant characteristics for the year 1967-1968 and summer 1968 Head Start programs, and, in combination with previous program data, provide comparative information over time. Data are provided on: (1) children and their families; (2) medical and dental information; (3) center information; (4) staff member characteristics; and (5) parent participation.

Bates, Barbara D. Project Head Start 1968: The development of a program. Office of Child Development, October 1970b(ED 055 650), microfiche.

This profile of Project Head Start as it was in 1968 is based on data compiled from Bureau of the Census surveys. The sample involved 5 percent of the children and their families. The report depicts the variety of children and their families being served, Head Start centers, program components and characteristics of staff.

Bates, Barbara D. Project Head Start 1969-1970: A descriptive report of programs and participants. Office of Child Development, July 1972 (ED 072 858), microfiche.

This report is the third in a series describing the range of children, their families, and staff members who have participated in Project Head Start and the center activities in which they have been involved. The data presented here offer a general picture of the various populations served and activities in which they participated during the full year 1968-69, summer 1969, and full year 1969-70. The 5 sections concern: (1) children and their families; (2) medical and dental information; (3) center information; (4) staff member characteristics; and (5) parent participation.

Bauch, Jerold P., et al. What makes the difference in parental participation? Childhood Education, Oct. 1973, 50 (1), 47-53, hard copy.

The purpose of the study was to identify factors that may influence parental participation in Project Head Start. The following characteristics were examined in five centers: (1) nature of the educational program; (2) strategies used to achieve parental participation; (3) parental evaluation of program; (4) staff evaluation of program; (5) actual nature of parent participation; (6) parental satisfaction with overall program; and (7) staff attitude toward parents.

Beard, Helen Marie. The effects of Project Head Start attendance on school readiness. Dissertation Abstracts International, 27 (8-B), 2767,1967, microfilm.

The purpose of this study was to determine whether or not culturally disadvantaged preschool children improved significantly during an eight-week Project Head Start program with regard to certain measurable characteristics: social age, articulation, language, visual-motor maturational level, passive vocabulary and intellectual maturity.

Beck, Ray & Talkington, Larry W. Frostig training with Head Start children. Perceptual and Motor Skills, April 1970, 30 (2), 521-22, hard copy.

In this study two groups of Head Start children were evaluated for test-retest changes on the Frostig Developmental Test of Visual Perception and the Peabody Picture Vocabulary Test following training of one group using Frostig-Horne materials.

Bedger, Jean E. Cost analysis in day care and Head Start. Child Welfare, October 1974, 53 (8), 514-523, hard copy.

This article reports on the testing of a system of financial reporting and cost analysis of service functions, staff/child ratio, personnel costs, cost per child, and enrollment.

Bedger, Jean E. Financial reporting and cost analysis manual for day care centers, Head Start, and other programs, 1973 (ED 085 099), 194 pp., microfiche.

This manual is designed to provide fundamental directions for systematic financial reporting and cost analysis for the administrators and staff of day care, Project Head Start, and other programs. The major aims of the manual are to induce day care directors to adopt uniform bookkeeping procedures and to analyze costs according to function.

Benson, Gerald P. & Kuipers, Judith L. Personality correlates of intellectual performance among Head Start children, 1974, (ED 097 121), microfiche.

This study investigated the association between personality traits and the intellectual performance of Head Start children. Data from the test administrations on 90 economically disadvantaged Anglo and Mexican-American children from six Head Start classrooms are presented.

Berger, Stanley I. Development of appropriate evaluation techniques for screening children in a Head Start program. A pilot project. (ED 015 006), microfiche.

The purposes of this pilot project were to evaluate the effect of the local program on both individual children and the group and to investigate the sensitivity of the test instruments employed in evaluating such a program.

Bickham, Evelyn P. A study of the effects of Project Head Start on first year achievement. Dissertation Abstracts International, 28 (9-A), 3543, 1968, microfilm.

This evaluation of the effects of Head Start on school achievement first matched pairs of Head Start and non-Head Start children in terms of their readiness (Metropolitan Readiness Test was used) and then both groups were given achievement tests at the end of the first full year. The Metropolitan Achievement Test was used.

Bickley, Marion Thornton. A comparison of differences in selected educational characteristics among culturally disadvantaged children who attended project Head Start, culturally disadvantaged children who did not attend Project Head Start, and children who are not culturally disadvantaged as they relate to reading achievement in grade one. Dissertation Abstracts International, 29 (4-A), 1032,1968, microfilm.

This study investigates differences in selected characteristics during the second school year (grade 1) in children who attended Head Start (summer, 1965) and determines their relationship to reading achievement.

Bidwell, Dwight R. The effects of selected physical education activites on the development of Head Start children. Dissertation Abstracts International. 31 (07-A), 3315, 1971, microfilm.

The study investigated the effect of physical education activities compared to periods of free play on the development of four and five year old boys and girls, analyzing the results by age and sex.

Birchfield, Marilyn. Head Start offers expanded role for the school nurse. Nursing Forum, 1973, 12 (4), 353-63, hard copy.

This article describes the problems confronted and methods used by a nurse in a Head Start program.

Bissell, Joan S. Implementation of planned variation in Head Start I. Review and summary of the Stanford Research Institute Interim Report: First year of evaluation. April 1971 (DHEW Publication No. OCD-72-44) (ED 052 845), microfiche.

This pamphlet summarizes the interim report of the Head Start Planned Variation study (1969-1970) in which 8 distinct approaches to preschool education were analyzed with regard to the nature and extent of implementation of early education models and program effects. The first group of findings deals with differences in ease of implementation in new locations and with external factors which facilitate implementation. The second group concerns the nature of experiences provided to children by preschools based on different educational philosophies and methods. The third set of findings concerns the effects of preschool programs on children and their families.

Bissell, Joan S. Planned Variation in Head Start and Follow Through. Department of Health, Education, and Welfare, Washington, D.C., January, 1972. (ED 069 355), microfiche.

In this report the programs of Planned Variation in Head Start and Follow Through are described in regard to their history, the models of early childhood education included in each, and the results found in the first major evaluations of the programs.

Blazer, John A. Psychological testing in a Head Start program. Training School Bulletin, 1968, 65 (2), hard copy.

This is the report of results from psychological testing of 50 children from a Head Start program indicating common problems found among such a group and emphasizing the importance of early detection.

Blumenfeld, Phyllis. The "Tell-and-Find Picture Game" for young children, California University, Center for Head Start Evaluation and Research, March, 1970. (ED 042 513), microfiche.

This is a discussion of the use of the "Tell-and-Find Picture Game" which is designed to teach both speaking and listening comprehension skills to preschool children. In this study 30 black Head Start children served as subjects.

Boercker, Marguerite J. The effect of an eight-week Head Start program on reading achievement as measured at the end of first grade. Dissertation Abstracts International, 30 (5-A), 1907, 1969, microfilm.

The study compared the reading achievement of first grade students who had attended Head Start in Scott City, Kentucky, with the achievement of non-Head Start children. The study also identified characteristics such as socio-economic status, and mental age of the Head Start children.

Bogan, Margaret N. Curriculum priorities for Head Start supplementary training. Dissertation Abstracts International, 31 (5-A), 2243, 1970, microfilm.

The study formulates and validates a curriculum instruction model for designing instruction for the Arizona Head Start supplementary training program.

Boger, Robert P. An experimental program in classification and attentional training with Head Start children. A paper presented at the Annual Meeting of the American Educational REsearch Association, March 6, 1970. (ED 044 171), microfiche.

This report presents the research design of an experimental intervention training program designed to determine the similarities and differences in cognitive outcomes as a function of curricula based on classification and attentional training.

Boger, Robert P. Heterogeneous vs. homogeneous social class grouping of preschool children in Head Start classrooms. Merrill-Palmer Institute, February 14, 1969a. (ED 045 176), microfiche.

This study tests the hypothesis that disadvantaged children learn more from interaction with advantaged children in Head Start classrooms than when grouped solely with other disadvantaged children.

Boger, Robert P. Parents as primary change agents in an experimental Head Start program of language intervention. Experimental program report. Merrill-Palmer Institute, November, 1969b, microfiche.

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program.

Boger, Robert Price. Sub-cultural group membership and attitudes of Head Start teachers. Dissertation Abstracts International, 27 (7-A), 2062, 1966, microfilm.

This study sought to determine whether or not potential Head Start staff from different ethnic subcultural backgrounds varied in attitudes reflecting acceptance of, desirability of, background of, and concern about behaviors of children similar to those they would be teaching in Project Head Start.

Bonkowski, Robert J. Mental health consultation and operation Head Start. American Psychologist, 1968, 23 (10), 769-773, hard copy.

This paper is a discussion of mental health consultation model and Head Start based on the experiences of a mental health consultant. Other mental health models are examined.

Booz, Allen & Hamilton, Inc. Prospective study of employee mobility in Head Start Programs, Washington, D.C., Feb. 15, 1974 (ED 095 264), microfiche.

This report presents findings based on data obtained during the prospective phase of the study of employee mobility in Head Start programs. Conclusions were tenuous. The extent and causes of mobility are discussed, both from the viewpoint of Head Start employees and the organizations employing them.

Booz, Allen & Hamilton, Inc. Retrospective study of employee mobility in Head Start Programs. Washington, D.C., May 18, 1973 (ED 095 265), microfiche.

This report presents findings from a survey to determine the extent, causes, and import of Head Start employee mobility.

Borden, Juliet P. & Wollenberg, John P. Extended positive effects of a comprehensive Head Start-Follow Through Program sequence on academic performance of rural disadvantaged students. Journal of Negro Education, 1975, 44 (2), 149-160, hard copy.

This study compared the academic progress of rural disadvantaged children who attended two types of Head Start programs and also participated in a Follow-Through program for two years with that of non-Head Start students of similar backgrounds who were also enrolled in the Follow Through program. Selected measures of pupil growth included IQ scores and results from achievement tests in reading, arithmetic, and spelling. Tests were given at two intervals.

Bouchard, Ruth Ann & Mackler, Bernard. The unfolding of a pre-kindergarten program for four year olds. New York: Center for Urban Education, 1966, (ED 093 504), microfiche.

This report provides an in-depth description of an early (1965) Head Start classroom for four year olds in Harlem, New York City. Descriptions are given of the teacher and her interaction with children and parents; descriptions are also given of the curriculum, and of the children and their behavior. The Harlem children were compared with a sample of economically advantaged children from Maine. Family make-up and home environment are described in four case studies. Finally, parent-teacher and parent-school relationships are discussed with emphasis on the inadequacy and ineffectiveness of these aspects of the program.

Boyd, Joseph. Project Head Start--Summer 1966, Final Report: Section Two, Facilities and resources of Head Start centers. Princeton: Educational Testing Service, 1966 (ED 018 247), microfiche.

This final report summarizes the results of 350 inventories sent to various Head Start centers in an effort to assay general physical facilities and human and program resources of Head Start centers.

Brantley, Betty Conrad. Effect of a sibling tutorial program on the language and number concept development of Head Start children. Dissertation Abstracts International. 32 (1-A), 300, 1971, microfilm.

This dissertation investigates the effectiveness of tutoring by elementary school students on the language and number concept development of their Head Start siblings. Tables illustrate test results.

Brodsky, Marvin. Cultural deprivation and arousal level. Proceedings of the 77th Annual Convention of the American Psychological Association. 1969, 4 (Pt. 1), 315-316, hard copy.

The study investigated differential emotional development and response to reinforcement among Head Start children. A marble task was administered to 18 Head Start children in order to assess both their intellectual and emotional performance.

Bromley, Kathleen C., ed. MIDCO Educational Associates, Inc.; Non-technical report: Investigation of parent participation in Head Start, 1972, (ED 080 216), microfiche.

One of a series of four, this report presents the abstract and summary of the technical report of a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. This report capsulizes the methods of the study, the target population, the results, implications, and recommendations for future research.

Bronfenbrenner, Urie. Is early intervention effective? Vol. II: A report on longitudinal evaluations of preschool programs. Office of Child Development, DHEW Publication No. (OHD) 74-25, 1974 (ED 093 501), microfiche.

This is an overview of the research done on the effects of early intervention. Areas discussed include: the nature and limitations of the data, methodological problems, effects of preschool intervention in group settings, some effects of home based intervention and further facts and principles of early intervention.

Data presented included: Effects on later intellectual development of Home Based Intervention (figures from Schaefer, Levenstein I, Levenstein II); descriptions of various studies (sample, nature of intervention, experimental and control groups) and effects on later intellectual development of intervention programs in preschool settings (figures from several investigators).

Bugbee, Mary, et al. Experimental shifting of teaching modes in preschool. 1974 (ED 096 014), microfiche.

This study was designed to determine whether regular Head Start teachers trained as "experimenters" could produce two different teaching modes in two consecutive sessions, using the same lesson content.

Burden, Tobi LaBlanche Moss. Changing parent attitudes and improving the intellectual abilities of three-year old, four-year old, and five-year old children through participation in a Home Start program. Dissertation Abstracts International, 34 (11-A), 7037, 1974, microfilm

The purpose of this study was to determine changes in mothers' attitudes toward children or in the child's intelligence attributable to participation in Home Start. Findings involve pre and post scores on Hereford Parent Attitude Survey and the Peabody Picture Vocabulary Test.

Busch, John C. & de Ridder, Lawrence M. Note on control for intelligence in studies of field dependence with young children. Perceptual and Motor Skills, February 1971, 32 (1), 337-338, hard copy.

In this study Head Start children were administered the rod and frame and the Lorge-Thorndike Intelligence Test to control for intelligence in studies of field dependence.

Butler, John A. Toward a new cognitive effects battery for Project Head Start. Santa Monica: Rand Corporation, November 1974 (4-1556-HEW). (ED 103 494), microfiche.

This paper suggests the fact that Head Start evaluations place too much emphasis on cognitive measurement. It also suggests that what is needed is to adopt either a reliability-based strategy placing emphasis on careful test administration or a validity-based strategy assuming that what is needed is a fundamental reconceptualization of the measurement of cognitive effects, developing new measures. As priorities for cognitive measurement, the new evaluation should stress readiness, cognitive process, and social competency. A battery of face-valid, empirically based, criterion-referenced instruments intended to measure short-term effects is needed. The new evaluation might consider some departure from pre- and post-testing, e.g., once at the end or three times a year.

Butts, David Stuart. A psycho-sociological comparison of Project Head Start participating and non-participating culturally deprived and non-culturally deprived first graders in Durham, North Carolina. Dissertation Abstracts International, 30 (8-A), 3181, 1970, microfilm.

The purpose of this study was to determine and compare the status and degree of change in several educational characteristics among three groups of children entering first grade. The educational characteristics investigated were: intellectual ability, achievement, creativity, and social growth and adjustment.

Byrne, M.C. Head Start evaluation and research center, University of Kansas. Report No. 111. Effects of a language program on children in a Head Start nursery. Kansas University, November 30, 1967 (ED 021 636), microfiche.

This is a report of a compensatory language program administered to 13 children considered to be culturally disadvantaged and linguistically deficient.

Cain, Glen G. & Barnow, Burt S. The educational performance of children in Head Start and control groups. Final report. University of Wisconsin, Madison, Wis., 1973 (ED 093 452), microfiche.

This report is a re-analysis of the data collected and analyzed concerning the average impact of Project Head Start on the cognitive development of a nationwide sample of children. Several formal models of Head Start evaluation are presented.

Caldwell, Bettye. A decade of early intervention programs: What we have learned. American Journal of Orthopsychiatry, 1974, 44 (4), 491-6, hard copy.

This is a review of lessons learned after ten years of early intervention programs.

Caliguri, Joseph P. Will parents take over Head Start Programs? Urban Education, April 1970, 5 (1), 54, hard copy.

This article examines some of the rhetoric in the most recent Head Start policy manual as well as OEO memoranda and other related sources of information concerning the involvement of Head Start parents in policy and operational decisions. Data collected from an opinion poll of teachers and school district superintendents are presented.

Campbell, Margaret Colina. Inservice education in behavior change techniques impact on responses to child behavior by Head Start educational personnel. Dissertation Abstracts International, 35 (7-A), 4292, 1974, microfilm.

The study investigated the impact of an inservice education program on the responses of Head Start educational personnel to the behavior of children in their classes. The program focused upon a specific social-reinforcement learning process of bringing about behavior change in children. The dependent variables in the study were the positive, negative, and neutral responses of the teachers and their assistants. The independent variable was the inservice education program.

Cangemi, Sam. Fifty tactile and visual perception games for under $10; A guide to reading readiness games for pre-school teachers, Head Start teachers and first grade teachers., 1972 (ED 081 505),microfiche.

This guide describes and illustrates 50 perceptual games for preschool children which may be constructed by teachers. The use of such games gives children opportunities to make choices and discriminations, and provides reading readiness experience. Games depicted involve shapes and designs, concepts of height and number, alphabet games, visual discrimination games, nail-boards, and picture matching games.

Canter, Seymour & Feder, Bud. Psychological consultation in Head Start programs. American Psychologist, 1968, 23 (8), 590-92, hard copy.

This article reports the experiences of psychological consultants to a Head Start program. The main foci of the article are on: (1) shifting guidelines; (2) personnel; (3) physical facilities; (4) special demands of the clientele; and (5) further problems--racial, administrative, etc.

Career planning and progression for a child development center. Child Development Services Bureau. 1973. DHEW Publication No. 73-1004 (ED 086 308), microfiche.

In this manual a plan for the development and advancement of Head Start program assistants through a sequence of career progression steps is described.

Carlile, Lauren Melody. Teacher expectations of language delay in black and white Head Start children. Dissertation Abstracts International, 36 (4-A), 2455, 1975, microfilm.

This study explored the relationship between the race of a child and teacher ratings of the child's speech along the language dimensions of vocabulary, sentence structure and intelligibility.

Carpenter, Francis A. A study of the reading achievement of Negro Head Start first grade students compared with Negro non-Head Start first grade students. Dissertation Abstracts International, 28 (7-A), 2593, 1968, microfilm.

The study evaluated the effects of an eight week Head Start program on the reading achievement of culturally deprived Negro students in first grade. The study analyzed differences between sexes, age groups, and groups with comparable beginning sta[illegible].

Carrier, Bruce & Holmes, Monica. Clustering and the selection of a representative sample for a study of the impact of the national program. Center for Community Research, March 1972a(ED 069 353), microfiche.

This contract document reports on 33 Parent-Child Centers (PCC's) which are grouped into five clusters according to thematic orientation of content. The purpose of the project was to provide models for selecting Centers as sampling points for Phase II of the National PCC evaluation--an in-depth study of project impact on low-income member families at the Sample Center. Data are provided which are descriptive of the centers involved.

Carrier, Bruce. Report on preliminary impact data from a national survey of the Parent-Child Center Program. March, 1972b(ED 069 352), microfiche.

This is a contract report on preliminary data on the impact of the National Parent-Child Center Program (PCC), related to what is termed an immediate criterion of impact. The information summarized numbers of families served and types of services provided, without evaluative interpretation. Data, gathered from questionnaire and individually conducted interviews, demonstrate the frequencies of such services used by the sample, as well as a breakdown of the staff in terms of educational level, ethnicity, residence, etc.

Cawley, John F. An assessment of intelligence, psycholingustic abilities and learning aptitudes among pre-school children. Connecticut University, 1966. (ED 014 323), microfiche.

This study was designed to investigate the nature and degree of change in the performance of four-year-old children before and after participation in a regular Head Start program.

Cawley, John F., Burrow, Will H. & Goodstein, Henry A. Performance of Head Start and Non-Head Start participants at first grade. Journal of Negro Education. Spring, 1970, 39 (2), 124-131, hard copy.

This article reports a study to determine the relationships between the Shape-O Ball Test and two measures of academic ability.

Chaplan, Abraham A. & Platoff, Joan. Preschool child development program (Head Start) in disadvantaged areas of New York City--Summer 1976, Evaluation of New York City Title I Educational Projects, 1966-1967. Center for Urban Education, New York, N.Y., 1967 (ED 094 882), microfiche.

This program evaluation of the 1976 summer Head Start program examines data in these areas: (1) program functioning; (2) student gains and school readiness; (3) parent involvement; and (4) ancillary services. The report evaluates 720 classrooms (N=23,000 children).

Chertow, Doris Saltzman. Project Head Start: The urban and rural challenge. Dissertation Abstracts International, 29 (11-A), 4082, 1969, microfilm.

This dissertation presents a comparative analysis of Head Start projects functioning during the 1966-7 school year in both upstate New York urban and rural school districts. Objectives include: identification of the social and educational aims of the Head Start program; isolation of the demographic, socio-economic, and political variables that affect project administration in communities characterized by differing degrees of urbanization; and analysis of urban-rural factors in program inputs and outputs.

The Child Development Associate policy planning and programming: Strategies and alternatives. Volume I. Final Report. National Planning Association. September, 1973a(ED 097 115), microfiche.

This report contains a partial summary of the findings and recommendations resulting from research of the Child Development Associate (CDA) training program. The relationship of the CDA program to Head Start is discussed.

The Child Development Associate policy planning and programming: Strategies and alternatives. Volume II. Final Report. National Planning Association, September, 1973b(ED 097 116), microfiche.

This report, the second of two volumes, contains a summary of some of the findings and recommendations resulting from research of the Child Development Associate (CDA) training program. The relationship of the CDA program to Head Start is discussed.

Child development--Head Start program. 1973c (ED 086 365), microfiche.

This report describes the Child Development-Head Start program of Hartford. Included is a statement of needs, program objectives, a description of the components (sites), and the evaluation plan.

Cicirelli, Victor G., Evans, John W. & Schiller, Jeffrey S. The impact of Head Start: A reply to the report analysis. Harvard Educational Review. 1970, 40 (1), 105-129, hard copy.

This is a reply to an article by Smith and Bissell on the impact of Head Start in which the authors dispute both the criticisms of the Westinghouse methodology and the re-analysis of the data.

Clarizio, Harvey Francis. Maternal attitude differences associated with involvement in Project Head Start. Dissertation Abstracts International. 27 (7-A), 2063,1966, microfilm.

This study investigated the influence of school-home programs for the deprived on attitudes toward education and the school.

Clark, Ann D. A longitudinal investigation of selected characteristics in an economically disadvantaged and nondisadvantaged Head Start population. Dissertation Abstracts International, 30 (12-A), 5310, 1969, microfilm.

This study investigated the relationship of auditory discrimination ability to socioeconomic status in young children without previous school experience, and the effect of a language based program on this relationship.

Clough, J.R. Compensatory education programmes--review of research. Australian Journal of Education, 1972, 16 (3), 262-278.

This is a review of compensatory education programs for infants, preschool and primary children.

Cohen, Marcia F. Effects of cueing and overt responding in films designed for preschool children. 1971 (ED 067 160), microfiche.

This is a report of four experimental films designed to test the effects of mode of response and stimulus conditions in films for preschool children. Subjects were 40 children in a Head Start program.

Cohen, Shirley. Integrating children with handicaps into early childhood education programs. Children Today, 1975 4 (1), 15-17, hard copy.

This is a discussion of the effects of integrating handicapped children in preschool programs such as Head Start. The feelings of both the handicapped children as well as the regular children and teachers are explored.

Coker, Necia Harkless. Profile analysis: Head Start supplementary trainee. Dissertation Abstracts International, 35 (7-A), 4121, 1974, microfilm.

The purpose of the study was to determine the degree of personal growth of the Head Start supplementary trainee and to examine the persistent personal characteristics revealed in the profiles. Descriptive data on institutional change in the program also were collected.

Collins, Camilla. The itinerant teacher, California State Department of Education, 1972 (ED 045 191), microfiche.

This is a discussion of the use of a traveling teacher as one solution to the problem of providing on-the-spot training for Head Start teachers in small rural communities in remote regions of northern California.

A comparative study of the impact of two contrasting educational approaches in Head Start, 1968-69. Bank Street College of Education, 1969, (ED 041 643), microfiche.

In this study, part of a national evaluation of Head Start, a comparison of school readiness and childhood development approaches to preschool education was attempted.

Comprehensive Child Development Act of 1971. Part 2. (Joint Hearings before the Subcommittee on Employment, Manpower, and Poverty and the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, U.S. Senate, 92d Congress, 1st Session on S.1512.) 1971a (ED 056 766), microfiche.

This document presents Part Two of the joint hearings held May 25 and 26, 1971 before two subcommittees of the Committee on Labor and Public Welfare. The hearings were designed to amend the Economic Opportunity Act of 1964 to provide for a comprehensive child development program in DHEW. This report includes articles and publications related to industry and union sponsored day care, group care for children under three, and kindergarten.

Comprehensive Child Development Act of 1971. Part 3. (Joint Hearings before the Subcommittee on Employment, Manpower, and Poverty and the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, U.S. Senate, 92d Congress, 1st Session on S. 1512. 1971b (ED 056 767), microfiche.

This document represents Part Three of the joing hearings held May 27 and June 16, 1971 before two subcommittees of the Committee on Labor and Public Welfare. Part III includes information on 11 articles and publications relating to child development Head Start, mothers, and child care.

Comprehensive Head Start, Child Development and Family Services Act of 1972. Bill text and section-by-section analysis. June, 1972 (ED 069 333), microfiche.

The text of the Comprehensive Head Start, Child Development, and Family Services Act of 1972 is presented along with a section-by-section analysis of it.

Conners, C. Keith & Eisenberg, Leon. The effect of teacher behavior on verbal intelligence in operation Head Start children. Johns Hopkins University, 1966 (ED 010 782), microfiche.

In this study classroom observations of 38 Head Start teachers taken on four occasions by four different observers were scored for such content characteristics as amount and kind of communication with the children, stress on obedience or intellectual values and physical-motor skills.

Connet, Margaret. A glance at a Head Start program in an Alaskan city. Young Children, June 1972, 27 (5), 273-6, hard copy.

This article describes the events of an afternoon in a Head Start program.

Core, Harry M. Mental health consultation in a Head Start program. Hospital and Community Psychiatry. June 1970, 21 (6), 183-185, hard copy.

This is a description of a pilot consultation program for Head Start classes in summer 1968. Program goals were to provide the teachers and aides with social and psychological information about disadvantaged people and to educate them to use mental health consultation during the summer. The program also served as a screening device to identify children or families who needed direct service.

Costello, Joan & Binstock, Eleanor. Review and summary of a national survey of the Parent-Child Center program. August 1970 (ED 048 941), hard copy.

This document is a summary of the comprehensive final report, "A National Survey of the Parent-Child Center Program" which describes and analyzes the development and status of the first year's operation of the Head Start Parent-Child Center (PCC) program.

Costs in serving handicapped children in Head Start: An analysis of methods and cost estimates. Final Report. Syracuse University, September, 1974. (ED 108 443), microfiche.

This is a report of an evaluation of the costs of serving handicapped children in Head Start based on information collected in conjunction with on site visits to regular Head Start programs, experimental programs and specially selected model pre-school programs.

Council for Exceptional Children. Selected readings in early education of handicapped children. Head Start Information Project, Reston, Va.,1974, (ED 091 884), microfiche.

This document presents 14 articles or monographs which focus on educational strategies involved in the integration of handicapped children into Head Start projects.

Cowling, Dorothy N.C. Language ability and readiness for school of children who participated in Head Start programs. Dissertation Abstracts International, 28 (5-A), 1727, 1967, microfilm.

This study investigated the language ability and readiness for school experiences of children who participated in Head Start programs, as compared with those who did not attend Head Data also were sought on the reactions to school of children who were in Head Start. A readiness test was

used to assess the child's: word meaning, listening, recognition of similarities, recognition of alphabet, number knowledge, and visual perception and motor control. Tests were also designed to assess the children's oral language and their reactions to the school environment.

Cross, Marie Z. A nutritional survey of children in Head Start centers in central United States. Kansas University, November 30, 1976. (ED 042 487), microfiche.

The purpose of this study was to investigate the effectiveness of a questionnaire in evaluating the nutritional status of Head Start children in rural, small city and urban areas in central United States. The questionnaire was filled out by the mother of each of 154 children.

Curwood, Sarah T. Project Head Start in action: A survey and evaluation of Head Start programs in the Commonwealth of Massachusetts. Boston, Mass.: Committee on Children and Youth, 1966 (ED 014 324), microfiche.

This descriptive survey and evaluation was undertaken to provide a more complete picture of national and state needs. Census data are presented on participating communities and sponsors of the centers. A field study of 23 Head Start programs was completed; data and recommendations are presented.

Custer, Dorothy M. Comparison of fifth year pupils having continuing intervention programs and those without such assistance on certain achievement, adjustment and motivation measures. Dissertation Abstracts International, February 1972, 32 (8-A), 4237, 1972, microfilm.

This study compares possible differences among children participating in a Head Start and supplemented program, after 4 1/2 years, with children from a similar population not participating.

D'Angelo, R., Walsh, J. & Lomangino, L. IQ's of Negro Head Start children on the Vane Kindergarten Test. Journal of Clinical Psychology, January 1971, 27(1), 82-83, hard copy.

This study sought to examine data from the Vane Kindergarten Test by differentiating Negro IQ scores in terms of sex and age and by assessing the feasibility of using the Vane test for children six months younger than those originally tested.

Daniel, Artie A. & Giles, Douglas E. A comparison of the oral language development of Head Start pupils with non-Head Start pupils. August, 1966. (ED 010 848), microfiche.

In this study the oral language development of two groups of disadvantaged first-grade children was compared. One group of 52 subjects participated in a Head Start summer program and the other group of 52 subjects did not.

Das, J.P. Cultural deprivation: Euphemism and essence. Journal of Educational Thought, 5 (2), 80-89, hard copy.

This article is a discussion of the culturally deprived child and the value of compensatory education programs such as Project Head Start.

Datta, Lois-ellin. A report on evaluation studies of Project Head Start (paper presented at American Psychological Association Convention), Washington: Office of Child Development, 1969a(ED 037 239), microfiche.

This conference paper examines evaluation studies of Project Head Start. Among the evaluation tools examined are surveys, research, a longitudinal study, and national evaluations. The impact of some Head Start programs is described.

Datta, Lois-ellin, et al. A comparison of a sample of full year and summer Head Start programs operated by community action agencies and local education agencies. Washington: Office of Child Development (DHEW),1969b, (ED 067 154), microfiche.

This document reports the reanalysis of data from a stratified random sample of full-year 1967-1968 and summer 1968 Head Start programs in order to compare centers operated by local educational agencies (LEA) and community action agencies (CAA).

Datta, Lois-ellin. Changes in observed social interactions among children of same and other ethnic groups in ethnically heterogeneous preschool programs, 1972a (ED 077 569), microfiche.

This paper presents findings from observations of social interactions among children attending a national sample of Head Start programs; recommendations for research on socialization presented by Sowder and Lazar (1973); and the significance of socialization research during the next decade, with particular emphasis on social class and ethnic relationships.

Datta, Lois-ellin. Head Start's influence on community change. Children, 1970, 17 (5), 193-196, hard copy.

This is a report of institutional and community changes effected by various Head Start projects.

Datta, Lois-ellin. New directions for early child development programs: Some findings from research, 1973a(ED 081 501), microfiche.

This summary of research findings reviews and interprets information on the preschool years with regard to implications for current and future policy. Included are a review of the Head Start literature, and a tentative comparison of the relative effectiveness of different approaches to early experience derived from the Planned Variation Study. Methods are suggested that might provide continuity between preschool and primary school experiences.

Datta, Lois-ellin. Planned variation: An evaluation of an evaluative research study, 1972b (ED 077 568), microfiche.

This is an evaluation of Planned Variation, a three-year program designed to assess the implementation of prominent preschool curricula in Head Start and the immediate effects of the programs. A summary is made of what was learned about evaluative research administration from the Head Start Planned Variation study.

Datta, Lois-ellin & Gotts, Edward E. The promise of Head Start. In J.L. Frost, Revisiting early childhood education: Readings. New York: Holt, Rinehart & Winston, 1973b xi, 548.

In this article the author discusses Head Start's influence on community change.

Daviloff, Gerald. Adult involvement in child development for staff and parents. A training manual. Humanics Associates, 1972 (ED 077 562), microfiche.

This is a training manual which presents ways to increase the involvement of parents in child development programs.

Dellinger, Harry Vaughn. A study of the effectiveness of a summer Head Start program on the achievement of first grade children. Dissertation Abstracts International, 32 (9-A), 4832, 1972, microfilm.

This study investigated the relationship between attendance in Project Head Start and subsequent achievement during the first year of public school. A second purpose was to add to the available evidence regarding attendance in Project Head Start and its relation to subsequent school achievement. A battery of tests was administered in order to assess readiness, word discrimination, word knowledge, reading arithmetic concepts and skills, and achievement.

Denby, Robert V. An NCTE/ERIC report on the evaluation of Head Start programs. Elementary English, December 1969, 46 (8), 1053-62.

This report contains resumes of several evaluation studies of project Head Start.

Denner, Bruce. Representational and syntactic competence of problem readers. Child Development, 1970, 41 (3), 881-887, hard copy.

In this study the hypothesis that problem readers lack representational and syntactic competence was examined by administering four tasks to problem readers, average readers, and Head Start children.

Diamond, Hannah. An investigation of the efficacy of Piaget curricular elements integrated into a traditional Head Start program. Dissertation Abstracts International, 34 (1-A), 176,1973, microfilm.

This study investigated the effects of Piaget curricular elements added to a traditional Head Start program in order to determine if this addition would help develop classification and seriation skills and conservation of discontinuous and continuous quantities in more Head Start children than a program without such elements.

Diehl, Mary Jane. Preschool education for disadvantaged children: An evaluation of Project Head Start, Trenton, New Jersey. Dissertation Abstracts International, 28 (5-A), 1729, 1967, microfilm.

This study evaluated the gains of 38 children who participated in Project Head Start and 23 children who did not participate in Head Start. The study evaluated the Head Start program in terms of practices and instruction, collecting data on both groups' scores on the Lee-Clark Reading Readiness Test and the Peabody Picture Vocabulary Test.

Dill, John R. A study of the comparative school achievement of day care graduates. Final Report, Day Care Council of New York, Inc., July 1973 (ED 118 237), microfiche.

This study investigated the impact of differential programming on urban, low income black children's early school achievement. Specific information about each of the programs was obtained from a retrospective interview schedule. Four Head Start Centers were among the programs examined.

Directory of Full Year Head Start Programs. 1973 (ED 076 259), microfiche.

This directory lists full-year Head Start programs in order by state.

Disadvantaged children: Their first school experiences, ETS-Head Start longitudinal study, theoretical considerations and measurement strategies, December, 1968, (ED 037 486), microfiche.

This report is part of a comprehensive study of the cognitive, personal, and social development of disadvantaged children age 3 through grade 3. The study aims at the identification of early education components associated with children's development and the factors influencing such associations. The report focuses on: strategy and tactics in conducting research with the disadvantaged, children's cognitive and perceptual development, personal and social development, physical health and nutritional status, the impact upon children of various people and institutions.

A number of tests and measures are examined, as are various procedures for measuring skills in children. A longitudinal study of disadvantaged children and their first school experiences are also examined.

Dittman, Laura L. Children in Head Start 1970-1971: Supplemental report for the Office of Child Development, 1972, (ED 085 098), microfiche.

This supplemental report presents brief accounts of the experiences and life styles of 20 children in Head Start classrooms, based on data for an evaluation of the Planned Variation in Head Start. A total of 10 different Head Start models are represented. Each child's description includes classroom behavior, health, self-concept, adjustment problems, adult and peer interactions, academic achievement, and gains from the Head Start program.

Dittman, Laura L., et al. Study of selected children in Head Start Planned Variation, 1969-1970. First year report: 3 case studies of children. College Park, Md.: College of Education, University of Maryland. (ED 052 847), 1971, microfiche.

This is the first-year report of a study designed to test the feasibility of using case study techniques in national evaluations. Summaries of case studies of 16 children (a boy and girl from 8 Head Start models) is presented and compared with 2 children in a classroom not under the sponsorship of a program developer.

Dixon, C. Guided options as a pattern of control in a Head Start program. Urban Life and Culture, 1972 1 (2) 203-16.

This paper is an account of one pattern of organization and control called "guided options management strategy" as observed in a Head Start classroom.

Dodge, Mary Kathryn. A case study of a model for teaching headstart children. Dissertation Abstracts International, 35 (9-A), 5914, 1975, microfilm.

This study documents the implementation of a model for teaching four year old Head Start children. The goals of the model were the development of the children's personal fulfillment, ability to regulate themselves, positive self-concept, and understanding of themselves and others. The case study method was employed. The events occurring in a Head Start classroom in Chester, Vermont, during the 1972-73 school year are documented as are how the teachers implemented the model and the reactions of the children. The data were analyzed to determine the degree of similarity between the theoretical model and the methods actually used by the teachers, and to determine the kinds and extent of behavioral changes noted in the four goal areas.

Dorman, Lynn. Assertive behavior and cognitive performance in pre-school children. Dissertation Abstracts International, 1969, 30 (5-B), 2397-2398. 1969, microfilm.

The purpose of this study was to explore the relationship between various forms of assertion and cognitive performance in preschool children. Subjects were drawn from Head Start classes.

Durham, Joseph T. Compensatory education: Who needs it? Clearing House, 1969, 44 (1), 18-22, hard copy.

In this article the author challenges the need for compensatory education and suggests that the real task is to provide a system in which all children will have access to quality education.

Durrett, Mary Ellen & Radov, Aneita. Changes in self-perceptions of Head Start trainees. The Elementary School Journal, 1972, 72 (6), 321-6, hard copy.

This is a report of changes in self-perception resulting from Head Start Leadership Development Programs known as Intensive Head Start Teacher Training Programs. The Brown Self-Report Inventory was administered to groups of trainees at the beginning and end of the program.

Dwyer, Robert C., et al. An evaluation of the effectiveness of a new type of preschool compensatory program. Environmental Academics, 1972a (ED 061 273), microfiche.

This research report sought to evaluate the effectiveness of the Environmental Academics program, a new type of compensatory preschool program. An experimental group received the EA program along with the Head Start program, while the control group only received Head Start. Comparisons are made in terms of IQ and achievement measures.

Dwyer, Robert C. Evaluation of the effectiveness of a problem-based preschool compensatory program. Journal of Educational Research, 1972b 66 (4), 153-6, hard copy.

In this study the effects of a problem-based preschool program and a regular Head Start curriculum are examined.

Earhart, Eileen M. Classification and attention training curricula for Head Start children. Michigan State University, March 6, 1970 (ED 042 508), microfiche.

In this study the needs and capabilities of 4 year old Head Start children were considered in the development of classification and attention training curricula.

Earhart, Eileen M. Classification training curriculum. Child Study Journal, 1972,2 (4), 191-6, hard copy.

This article describes the classification training curriculum which is designed to help young children develop some beginning stages of logical thinking. The lessons were field tested by Head Start teachers.

Educational Testing Service. Disadvantaged children and their first school experiences--ETS-Head Start longitudinal study. The Sample: Children tested in 1969 operations in the Head Start Year, February 1970a (ED 043 391), microfiche.

This progress report, the third in a series, describes a Head Start longitudinal study of the complex interactions that may take place among child, family, community and program variables. Analyses are given of mothers' and fathers' education and occupation.

Educational Testing Service. Disadvantaged children and their first school experiences: ETS-Head Start longitudinal study. Preliminary description of the initial sample prior to school enrollment Volume I: Volume II: Tables, August 1970b(ED 047 797; ED 047 798), microfiche.

This is a two-volume report of a six-year ETS longitudinal study designed to assess the impact of Head Start. Tables of data have been summarized and compiled on 16 of the 33 instruments administered to children in 1969 in three sites. Data from the parent interview and the child's medical examination are also included.

Educational Testing Service. Disadvantaged children and their first school experiences: ETS-Head Start longitudinal study. From theory to operation, August, 1969 (ED 043 397), microfiche.

This is the second of three reports describing the progress of an ETS Head Start longitudinal study of 1,650 three and a half year olds. The six year study is designed to assess the impact of Head Start by means of pre- and post-tests on a variety of relevant variables. This particular report describes attempts to design an evaluative program.

Educational Testing Service. Priorities and directions for research and development related to measurement of young children, Task II. October, 1972 (ED 088 927), microfiche.

This document reports on the meeting of a panel of 15 experts in September 1972 to assist OCD in establishing priorities in improving tests and measurements of young children. A summary of the panel discussion is presented along with the specific recommendations made by the participants. The key issues under consideration were: (1) statistical and methodological problems of measurement; (2) the considerations of construct-based measurement; and (3) the dependency on appropriate policy decisions.

Educational Testing Service. Project Head Start at work: Report of a survey study of 335 Project Head Start centers, summer 1965. New York: The Institute for Educational Development, April, 1966. (ED 036 311), microfiche.

This report examines a survey study of 335 Project Head Start centers during the summer of 1965, in order to identify useful innovations and developments in preschool education methods which might have future implications for the entire educational system.

Educators ask how young is too young? New York Times, Sept. 7, 1975, Sec. 4, p. 18, hard copy.

This article reports the controversy surrounding the Child and Family Services Act of 1975 which seeks to expand schooling to include two and three year olds. Proponents feel preschool activities constitute learning experiences that contribute to child's intellectual and social development. Arguments arise over public school or day care sponsorship of such programs.

Edwards, Joseph & Stern, Carolyn. A comparison of three intervention programs with disadvantaged preschool children: Final report 1968-1969. Center for Head Start Evaluation and Research, University of California, Los Angeles, Calif., 1969 (ED 041 616), microfiche.

This is the final report of a study which compared three language programs: the UCLA Preschool Language Program, the Behavioral Research Laboratories' Readiness for Language Arts Program, and an unstructured Placebo program. Subjects were 163 Head Start children. Tables are presented on pre- and post-test results.

Eisenberg, Leon. Some children are convinced they can't win. Southern Education Report, 1967, 2 (8). (ED 021 892), microfiche.

In this article, the author makes observations about the educational needs of lower class children based on the experiences of a Baltimore Head Start project.

Emanuel, Jane McIntosh. The intelligence, achievement, and progress scores of children who attended summer Head Start programs in 1967, 1968, and 1969. Dissertation Abstracts International, 31 (10-A), 5031, 1971, microfilm.

The purpose of this study was to examine the effectiveness of summer Head Start programs in the areas of: (1) intelligence; (2) reading and arithmetic achievement; and (3) reading and arithmetic progress. Children who attended a Head Start program either in the summer of 1967, 1968 or 1969 were compared with children who did not attend. Pre- and post-tests were used to assess the dependent variables.

Emmerich, Walter. Disadvantaged children and their first grade experiences. ETS-Head Start longitudinal study: Preschool teacher's beliefs on effective teaching techniques and their relationship to pupil characteristics. Princeton, N.J.: Educational Testing Service, May, 1973 a, (ED 079 415), microfiche.

This study evaluated the pattern of responses to the Enhancement of Learning Inventory (ELI), designed to assess a teacher's belief about the effectiveness of methods for teaching each pupil. This report describes characteristics on which teachers differ and how teachers relate to individual differences in pupil background and behavioral characteristics. It also provides a mediating structure guiding the teacher's role performances and their impact on pupil psycho-educational development.

Emmerich, Walter. Structure and development of personal social behaviors in preschool settings, November, 1971, (ED 063 971), microfiche.

As part of an ongoing longitudinal study of early cognitive, affective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children, most of whom were black and enrolled in Head Start. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or Fall). Results and conclusions are also included.

Emmerich, Walter. Preschool personal-social behaviors: Relationships with socio-economic status, cognitive skills, and tempo, August, 1973b, (ED 086 372), microfiche.

This is a progress report of an ETS-Head Start longitudinal study which investigated the influences of SES, cognitive skills, and response tempo upon personal-social behaviors in disadvantaged preschool children.

Emmerich, Walter. Preschool teachers' beliefs on effective teaching techniques and their relationships to pupil characteristics, May, 1973. (ED 079 415), microfiche.

This report details the pattern of responses to the Enhancement of Learning Inventory (ELI) which was designed to assess a teacher's belief about the effectiveness of methods for teaching each pupil. A study was conducted to examine the ELI judgments of 35 teachers of economically disadvantaged preschool children, most of whom were enrolled in Head Start.

Enzmann, Arthur M. Detroit Head Start revisited. Proceedings of the International Reading Association Conference, Part 1, 1968, 13, 294-99.

This article is a description and analysis of the Detroit, Michigan, Head Start program.

Enzmann, Arthur M. Developing new teaching teams. Childhood Education, 1970, 47 (3), 131-134, hard copy.

This is a description of the team approach to teaching in Detroit's Head Start, Parent Child Center and Follow Through programs.

Espinosa, Renato. Final report on Head Start evaluation and research: 1967-68 to the Office of Economic Opportunity. Section II: Achievement Motivation and Patterns of Reinforcement in Head Start Children. Austin, Tex.: Child Development Evaluation and Research Center, University of Texas. 1968 (ED 023 458). microfiche.

This final report evaluated the effects of an eight-week summer Head Start program on the achievement motivation of 86 Negro and Mexican-American children. Pre- and post-test data are presented.

Far West Laboratory for Educational Research and Development. Installing a responsive program for three and four year-old children. Berkeley, Calif., hard copy.

This booklet is a preliminary description of a Responsive Program designed to help community agencies decide whether or not to be a part of the program. Included are procedures for installation of training in the Responsive Program, procedures for attending workshops and information on buying materials.

Far West Laboratory for Educational Research and Development. Responsive model 1970-71 Head Start child data, Feb., 1971. Berkeley, Calif., hard copy.

This report summarizes biographic and demographic information collected on children who were in the Responsive Model Head Start program school year 1970-71. Data presented include: number of children and classes at centers, percent from different ethnic groups, language spoken at home, percent of Head Start boys in community, number of children with learning impairments, number of siblings, percent within OEO poverty guidelines, number of adults living in the home, percent of children with prior Head Start or preschool experience and the percent of mothers working outside the home.

Farley, Gordon E., M.D. Mental health consultation with a Head Start center. Journal of the American Academy of Child Psychiatry. July 1971, 10 (3), 555-71, hard copy.

In this paper characteristics which distinguish mental health consultation with a Head Start center from mental health consultation with other school settings are discussed.

Faust, Margaret. Five pilot studies: Concerned with social-emotional variables affecting behavior of children in Head Start. 1968 (ED 056 752), microfiche.

This report includes a discussion of five separate research studies which were conducted in preschool programs in Ontario, California during the year 1967-68. They all focus on various behavior variables affecting the performance of Head Start children.

Featherstone, Helen J. Child characteristics by model interactions. Paper presented at the American Psychological Association Convention, August 30, 1974.

This paper describes an effort to use the Head Start Planned Variation data to look at program-child interactions.

Featherstone, Helen. Cognitive effects of preschool programs on different types of children. Huron Institute, August, 1973 (ED 082 838), microfiche.

> This is the project report of a study designed to investigate whether various kinds of preschool programs have differential cognitive effects on different kinds of children. Data generated in the first two years of the Head Start Planned Variation Study were analyzed.

The Federal government, child care and the child development associate: A dissenting view. Child Care Quarterly, Summer 1973, 2 (2), 136-141, hard copy.

> This is a discussion of the Child Development Associate credential. Child care is viewed from several perspectives: recent history of legislation, budgetary considerations, and the Child Development Associate.

Feeney, Stephanie Singer. The effects of two curriculum models on aspects of autonomy and learning in Head Start children. Dissertation Abstracts International, 32 (10-A), 5668, 1972, microfilm.

> The study conducted a controlled examination of two models of preschool education, one academic that stressed learning specific skills and concepts through direct instruction, the other responsive, emphasizing free choice in an environment designed to respond to the child. The effects on the child's curiosity, creativity, approach to problem solving, task involvement, dependency on adults, and self-direction in the absence of adults was measured. The degree to which the programs actually implemented stated goals was investigated.

Feldman, Beverly. Hospital Head Start university affiliated program for handicapped and non-handicapped. 1974 (ED 104 101), microfiche.

> This thesis outlined a model program designed to integrate six handicapped with nine non-handicapped preschoolers in a training hospital setting. The program offered a combination of comprehensive health care and integrated educational services to low-income children and their families, and provided interdisciplinary in-service training to both Head Start and other staff members.

Feldman, Carol, and Shen, Michael. Some language-related cognitive advantages of bilingual five year-olds. Journal of Genetic Psychology, 1971, 118 (2), 235-244, hard copy.

> In this study monolingual and bilingual five year-old Head Start children were compared in their ability at tasks involving object constancy, naming, and the use of names in sentences.

Fellenz, Peter, Kearnins, Kathy, LeBlanc, Alice, Nauta, Merrit, & Ruopp, Richard. Home Start evaluation study interim report III: Program analysis. Abt Associates, Inc., August 30, 1973. (ED 092 226), microfiche.

This Home Start report is focused on three areas: conducting home visits; a cost analysis of grant money; and an examination of test data to examine program effectiveness. Conclusions and recommendations are made.

Films suitable for Head Start child development programs. 1973 (ED 082 859), microfiche.

This paper describes films that are relevant for people involved in Head Start child development programs.

Fischer, Lydia Helena. The effects of Head Start program, summer 1965. Dissertation Abstracts International, 32 (1-A), 32, 1972, microfilm.

This is an evaluation of a summer Head Start program in terms of its educational and motivational effects on a sample of 70,000 first grade pupils (10% of whom had been enrolled in Head Start). Using previous survey data, ex-post statistical control techniques were substituted for laboratory-type experimental control. Scores on test batteries assessed the following variables: language ability, mental ability, demographic and ethnic traits, location of school, etc.

Fisher, Virginia Lee. Role conceptions of Head Start teachers. Dissertation Abstracts International, 28 (5-A), 1900, 1967, microfilm.

This study investigated the role of conceptions held by Head Start teachers and the types of experiences relating to particular role conceptions. The three basic roles studied were: rejecting; warm reactive; warm initiating.

Flynn, John. College training for Head Start workers: A boost toward career advancement. Children, 1970, 17 (2), 49-52, hard copy.

This is a discussion of the Head Start supplementary training program, which provided employees of Head Start centers with opportunities for higher education.

Folkman, William S., et al. Fire prevention in California's Riverside County Head Start project: An evaluation, hard copy.

This document reports on a project whose purpose was to teach fire prevention, through a series of specially-designed lessons, to preschool children in the Head Start project in Riverside County, Calif. Their effectiveness was evaluated by observing classroom reaction and by testing the children at the end of the year.

Folis, Sara Gillespie. A review of the organization of the Memphis and Shelby County summer project Head Start operations, 1965-1969. Dissertation Abstracts International, 32 (11-A), 6164, 1972, microfilm.

This study reviewed the organizational structure of the summer Head Start program in Memphis and Shelby County in 1965-69 by analyzing documents, and conducting interviews. Assessments were made of the success of implementation and recommendations for improvements in service delivery were made.

Fratto, Nicholas. A study of the effect of Head Start on the vocabulary development of economically deprived preschool children. Dissertation Abstracts International, 28 (12-A), 4949, 1968, microfilm.

The study compared the vocabulary of economically deprived children with that of economically advantaged children before Head Start, after Head Start, and before kindergarten and after kindergarten and before first grade. The Head Start treatment was a summer program in Allegheny County, Pennsylvania.

Fried, Helen Cecile. Achievement of cognitive skills in Head Start as related to certain home environment factors. Dissertation Abstracts International, 34 (7-A), 3831, 1973, microfilm.

The study examines the type and quality of parent-child interaction and the relationship of these factors to the success of 43 low-income children in the Head Start program in an attempt to identify those factors which promote school achievement.

Friedlander, George H. Report on the articulatory and intelligibility status of socially disadvantaged pre-school children. Institute for Retarded Children, December, 1965 (ED 014 321), microfiche.

This study examined the articulatory and intelligibility level of a group of 150 socially disadvantaged children enrolled in a Head Start program. All children were administered the Templin-Darley diagnostic test of articulation.

Friedman, Myles I. An investigation of the relative effectiveness of selected curriculum variables in the language development of Head Start children. South Carolina University, 1970 (ED 046 497), microfiche.

This report evaluates the influence of five language programs on the learning of children in year-round Head Start programs.

Friedman, Myles I. Evaluation and Research Center for Project Head Start, Interim Evaluation Report, University of South Carolina, 1969 (ED 045 197), microfiche.

This document is an interim evaluation report of language development curricula in full year Head Start programs.

Friedrich, Lynette K. A naturalistic study of the effects of prosocial television and environmental variables on the behavior of young children. Final Report, July 1975. Pennsylvania State University (ED 111 438), microfiche.

The purpose of this study was to determine whether a television program designed to enhance personal, social and emotional development can have positive effects on children's behavior and what elements in a child's environment produce the greatest positive effects.

Frost, Joe L. and Rowland, Thomas G. The seventies: A time for giant steps. Childhood Education, 1969, 46 (1), 4-13, hard copy.

In this article the progress in early education is reviewed and directions for the future are suggested.

Garber, Malcolm. The Florida Parent Educator Program, 1972 (ED 058 953), microfiche.

This paper describes the Florida Parent Educator program which is a component of Planned Variation Head Start. The program was implemented in four communities and embraces a philosophy of cognitive transactionalism.

Garfinkel, Frank. Preschool education and poverty: The distance in between. Final report of 1968-69 interventional program. Boston University, July 1970 (ED 046 501), microfiche.

In this article an educational intervention program for lower income children characterized by parent involvement is described. Active dialogue between parents, teachers and the Boston University Head Start Evaluation and Research Center was considered a primary aspect of the program.

Geesaman, Patricia Louise. The health status of Project Head Start children and non-Project Head Start children from the same socio-economic level. Dissertation Abstracts International, 31 (9-B), 5453, 1971, microfilm.

The purpose of this study was to compare the present health status of previous Project Head Start children with the present health status of non-Project Head Start children from the same socio-economic level. The present health status was determined using a survey and researching the health records of the children.

Gladowski, Gerald James. Another look at compensatory education, 1971, (ED 071 759), microfiche.

This is a discussion of compensatory education programs such as Head Start and Title I and the difficulty in evaluating their effects.

Glassman, Lynne, Utilizing resources in the handicapped services field. A directory for Head Start personnel. 1974 (ED 091 883), microfiche.

Presented in this guide to resources for preschool handicapped children is information on selected Federal agencies, associations, and directories; program descriptions of regional, State, and local resources; and a list of agencies, organizations and special projects in the U.S. and its territories.

Glickman, D. Professional social work with Head Start children. Children, 1968, 15, 59-64.

This is a report of a group led by a social worker for mothers of children participating in Project Head Start.

Glickstein, Howard A. Federal educational programs and minority groups, Journal of Negro Education, 1969, 38 (3), 303-314, hard copy.

This is a discussion of Federal educational programs for minority groups including Head Start, Follow Through, Title I and Teacher Corps.

Goldberg, Herbert. The psychologist in Head Start: New aspects of the role. American Psychologist, 1968, 23 (10), 773-774, hard copy.

This is a description of the experiences of a psychological consultant to a Head Start program and the changes in conventional role behavior he found necessary to make in order to function effectively.

Goldberg, Sidney J. Working with Head Start parents in public schools: A community agency-school approach, Adult Leadership, February 1969, 17 (8), 344-6, hard copy.

This article describes a cooperative venture between a Head Start center parents' group and a community agency in developing meaningful parent involvement through a program of parent education.

Goldupp, Ocea. An investigation of independent child behavior in the open classroom attitude observation schedule (CAOS). Arizona Center for Educational Research and Development, October 1972 (ED 073 828), microfiche.

This report investigates the development of an observation instrument and technique for assessing independent child behavior in an open classroom. Eight Head Start classrooms were used for field testing, six of which used the Tucson Early Education Model (TEEM) curriculum and two of which, for comparison, used local curricula.

Goodstein, H.A., et al. The prediction of elementary school failure among high risk children. Department of Educational Psychology, University of Connecticut, Storrs, Conn. 1975 (ED 108 749), microfiche.

This report briefly summarizes the educational progress of a sample of children who took part in one of the earliest Head Start programs (1966). Preschool test results from children exiting Head Start in 1966 and their non-Head Start counterparts were compared to the results of other tests administered to the same children in the sixth grade.

Goolsby, Thomas M. Culturally deprived Head Start subjects' reading readiness after training in listening. Journal of Learning Disabilities, October 1968, 1 (10), 561-4, hard copy.

This study is a follow-up of reading readiness of non-reading preschool Head Start children after receiving three types of training in listening.

Gordon, George & Hyman, Irwin. The measurement of perceptual-motor abilities of Head Start children. Psychology in the Schools, January 1971, 8 (1), 41-48, hard copy.

The purpose of this study was to develop a battery of perceptual and perceptual-motor integrative tasks that would be appropriate for administration to young disadvantaged children.

Gordon, Stern V. Head Start evaluation and research center progress report of research studies 1966-1967. Document 4. Development of observation procedures for assessing preschool classroom environment. December, 1967. Bank Street College (ED 021 626), microfiche.

In this study a preschool environment inventory was developed to provide a method for characterizing the school environment of children in Head Start and other preschool programs.

Griffin, Jack Granger. An examination of Head Start teacher and teacher aide relationships with implications for supervision and career development. Dissertation Abstracts International, 32 (3-A) 1224, 1971, microfilm.

The purpose of this study was to evaluate the results and effectiveness of a task oriented Head Start program and to compare it with similar children who experienced a traditional nursery type Head Start program and children who did not participate in Head Start.

Gross, Ruth G., et al. Head Start--Kindergarten educational aides handbook. (ED 069 363), 1971 (ED 069 363), microfiche.

This handbook presents written guides for new teachers and aides entering Head Start and kindergarten programs in Warren City (Ohio) schools, as well as for those who have already been teaching for some time.

Grotberg, Edith H. Designs and proposal for early childhood research: A new look: Preschool research and preschool educational objectives; A critique and a proposal. Office of Economic Opportunity, Washington, D.C., 1971 (ED 053 808), microfiche.

In this report longitudinal studies to clarify and validate objectives and standards of preschool education are advocated. In addition, the child and his development, the use of longitudinal data, and some recent research demonstrating relationships between Piagetian stages of cognition and ego stages are discussed.

Grotberg, Edith. Review of research, 1965 to 1969 of Project Head Start. Washington: Office of Child Development, 1969 (ED 028 308), microfiche.

This review of research and demonstration projects from 1965 to 1969 examines Head Start as one of its categories, particularly as it relates to the community setting.

Gutierrez, Arturo Luis. Analysis and comparison of the Lyndon Baines Johnson education papers and Head Start research. Dissertation Abstracts International, 33 (9-A0, 4902,1973, microfilm.

This report looks at the genesis and political development of Head Start. The task force reports on education and the research findings on Head Start.

Haase, Ronald W. & Gardner, Dwayne. Designing the child development center. Washington, D.C.: Project Head Start, Office of Economic Opportunity, 1968, hard copy.

This booklet was prepared to outline the physical properties of a Head Start Child Development Center.

Hack, Cecilia Marie. The effect of individually teacher-administrated diagnostic tests and test-based guidance upon Head Start pupils' school readiness. Dissertation Abstracts International, 33 (7-A), 3436,1973, microfilm.

The purpose of the study was to determine the effect of three different teacher administered language and perceptual-motor diagnostic tests and the use of information collected from these tests as a basis for individualizing curriculum activities.

Hallahan, Daniel P. & Ball, Donald W. Factorial composition of the short form of the Stanford-Binet with culturally disadvantaged Head Start children. Psychological Reports, 1973, 32 (3), 1048-50, hard copy.

This study reports a factor analysis of the 1960 revision of the Stanford-Binet, administered to 363 children (ages 3-5 years) who were culturally disadvantaged.

Handler, Ellen. Organizational factors and educational outcome: A comparison of two types of preschool programs. Education and Urban Society, 1972, 4 (4), 441-458, hard copy.

This study compares the educational effects of two types of preschool institutions. One of these is a Head Start center, a planned educational program. The other is a custodial program for children of working mothers.

Handwriting, exploration of handwriting skills with Head Start children. July 13, 1966 (ED 011 586), microfiche.

This article describes procedures to teach young children to write which were developed as a result of observations made of some five year-old children in Project Head Start.

Haring, Norris G.; Hayden, Alice H. & Nolen, Patricia A. Accelerating appropriate behaviors of children in a Head Start program. Exceptional Children, 1969, 35 (10), 773-786, hard copy.

A demonstration classroom in a Head Start center for children demonstrating severe social, emotional and/or language deficits is described. Twelve Head Start children, referred because of inappropriate social behavior, received language and social discrimination activities. Behavior modification procedures were utilized and introduced to the regular Head Start teachers. The demonstration class teaching staff worked with the Head Start teachers when the children returned to their home class and throughout a follow-up period.

Harned, Barbara Joan. Relationships among the federally sponsored nursery schools of the 1930's, the federally sponsored day care program of the 1940's and Project Head Start. Dissertation Abstracts International, 29 (7-A), 2101, 1969, microfilm.

In this study three federally sponsored programs for preschool children ate examined with the intent of identifying any relationships among their purposes, mode of implementation, scope and results.

Harris, Elizabeth & Stith, Marjorie. Opinions and attitudes of Head Start trainees toward poverty and prejudice. Kansas State University, Manhattan, Kansas. (ED 055 652), 1971 (ED 055 652), microfiche.

This is the report of a study seeking to determine opinions and attitudes of selected Head Start trainees toward poverty, prejudice and disadvantaged families, and whether attitudes differed among trainees.

Hartford moves ahead: An evaluative report. Head Start child development, 1973-74. Hartford Public Schools, Hartford, Conn. 1974 (ED 105 972), microfiche.

This evaluative report of a Head Start program discusses gains in academic achievement and social development of 248 preschool children, as measured by standardized tests, parent questionnaires, and staff surveys.

Hatch, V. Creative supervision in Head Start centers. Young Children, 1969, 25, 96-101.

This is a discussion of the role of the educational supervisor in a Head Start center.

Head Start at 10, Washington Post, May 13, 1975, p. 18, col. 1.

This editorial comments on the growth of Head Start during the past ten years. It is praised for the community enthusiasm and participation it has inspired.

Head Start in the Grand Canyon. Saturday Review, July 22, 1972, 55 (30), 34-7, hard copy.

This article is a photo-essay describing a Head Start program for Indians living in the Grand Canyon.

Head Start parents form national unit as HEW advisers, New York Times, November 25, 1970a p. 23.

Parents from an ad hoc National Head Start committee announce formulation of a board to advise the Office of Child Development and HEW.

Head Start Planned Variation Study. September 1970b(OCD Publication), (ED 047 782), hard copy.

The Planned Variation evaluation design compares the development of children and their families participating in the sponsor's programs with that of children and their families attending regular Head Start programs in the same community or in a similar community. The twelve planned variation approaches are described.

Head Start Plus. The New Republic, September 1971, p. 10.

This article suggests that children of retarded mothers would benefit from extending the coverage of Head Start downward so as to provide an alternative educational environment for these children beginning at an earlier age.

Head Start preschool child development program evaluation report for 1970-1971. Economic and Youth Opportunities Agencies of Greater Los Angeles, Calif., 1971 (ED 061 999), microfiche.

This document is an evaluation of a Head Start youth and economic opportunity agency's improvement program for preschool children.

Head Start program performance standards. OCD-HS Head Start policy manual, 1973. (ED 075 082), microfiche.

This policy manual presents a list of Project Head Start performance standards in this, the latest phase of an ongoing effort to provide comprehensive developmental services to children from low-income families. This issuance attempts to set forth those basic standards in operational terms as part of the Head Start Improvement and Innovation effort.

Head Start pupils found no better off than others. New York Times, April 14, 1969, p. 1.

This article reports the results of the Westinghouse study which found that poor children who participated in Head Start were not appreciably better off than disadvantaged children not in the program.

Head Start services to handicapped children. First annual report of the U.S. Department of Health, Education, and Welfare to the Congress of the United States on services to handicapped children in Project Head Start, March, 1973, hard copy.

The purpose of this report was to inform the Congress of the status of handicapped children in Head Start programs including the number of children being served, their handicapping conditions and the services being provided.

Head Start services to handicapped children. Second annual report of the U.S. Department of Health, Education, and Welfare to the Congress of the United States on services provided to handicapped children in Project Head Start, April 1974, hard copy.

The purpose of this report was to inform Congress of the status of handicapped children in Head Start programs including the number of children being served, their handicapping conditions, and the services being provided.

Head Start services to handicapped children. Third annual report of the U.S. Department of Health, Education and Welfare to the Congress of the U.S. on services provided to handicapped children in Project Head Start, April 1975, hard copy.

The purpose of this report was to inform the Congress of the United States of the status of handicapped children in Head Start programs including the number of children being served, their handicapping conditions, and the services being provided.

Head Start: Ten years old and planning experiments, New York Times, June 8, 1975a,p. 40, col. 4.

This article is a survey of the achievements and failures of Project Head Start as it enters its second decade. Its major accomplishment is seen as the raising of public consciousness about the potentials of programs directed to preschoolers.

Head Start/State preschool child development program annual evaluation report, 1972-73. Part 2: Evaluating ourselves. Greater Los Angeles Community Action Agency, Calif. 1973 (ED 109 140), microfiche.

This is the self-evaluation report of the Head Start/State Preschool Program. The first phase involved the development of evaluation instruments for all components of the Head Start program: education, bilingual/bicultural education, health, social services, mental health, parent involvement, facilities, career development, nutrition, volunteers, delegate agency administration, and central administration.

Helge, Swen & Pierce-Jones, John. The relationship between specific and general teaching experience and teaching attitudes toward Project Head Start. Texas University, August, 1968 (ED 025 923), microfiche.

This is a report of a workshop held in 1965 for 145 Head Start teachers from lower-middle class families. Their attitudes toward Head Start were examined.

Hellmuth, Jerome. Disadvantaged child: I. Head Start and early intervention. New York: Brunner/Mazel, 1968.

This book includes a collection of articles related to children from disadvantaged circumstances.

Hellmuth, Jerome. Disadvantaged child: III. Compensatory education: A national debate. New York: Brunner/Mazel, 1970, vii.

This book includes a collection of articles related to current issues in compensatory education.

Henkin, Carole Singleton. Preschool education for the rural disadvantaged: A study of Head Start in Elmore and Coosa Counties, Alabama. Dissertation Abstracts International, 34 (5-A), 2212, 1973, microfilm.

This thesis analyzed and appraised a pre-school program for disadvantaged children in a rural setting, by means of a longitudinal study. The Head Start program was examined: (1) by studying the present organization; (2) by investigating the socio-economic background characteristics of participants through examination of familial data; (3) by interviewing teachers and other personnel; and (4) by identifying physical and environmental needs of the program.

Henning, C. Wallis. A report on the intensive evaluation of the planned variation Head Start program of behavior analysis. Department of Human Development, University of Kansas, 1973, hard copy.

This report summarizes research findings comparing Behavior Analysis Head Start to regular Head Start and to non-Head Start learning centers. Tables compare scores from different groups on the Wide Range Achievement Test, pre and post scores. Tables present data on teacher scores on Behavior Analysis Teacher observation.

Herbert, David Ames. The relative effectiveness of Project Head Start to prepare children to enter first grade. Dissertation Abstracts International, 29 (10-A), 3419, 1969, microfilm.

This dissertation investigates the effectiveness of Project Head Start on the academic involvement, intellectual maturity, and social adaptability of first and second graders.

Herman, Hanna. Hawaii Head Start evaluation, final report. Honolulu: Education Research and Development Center, University of Hawaii, 1970, hard copy.

This study compares the effectiveness of the University of Hawaii Preschool Language Curriculum and an enrichment curriculum of two group parent programs using Head Start classes as subjects. A variety of tests were administered to all children on a pre- and post-test basis, in order to assess children's performance.

Herman, Steven H. & Tramontana, Joseph. Instructions and group versus individual reinforcement in modifying disruptive group behavior. Journal of Applied Behavior Analysis, Summer 1971, 4 (2), 113-119, hard copy.

In this study Head Start children were matched into two groups on the basis of rates of disruptive behavior during rest periods. Attempts were made to modify their behavior using either individual or group token reinforcement procedures.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study interim report I. July 7, 1972a(ED 069 439), microfiche.

This report provides an overview of the history and current stage of development of Home Start at the national and local level. Included are Home Start goals and objectives, as well as a brief summary of each of the 15 programs, and local demographic information aggregated nationally for staff and families and presented individually by program.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study interim report Ia (Case Studies) August 1972b, (ED 069 440), microfiche.

This interim report, the third section of an evaluation study, presents case studies of eight Home Start programs. Each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--interim report Ib (Case Studies), August, 1972c(ED 069 441), microfiche.

This interim report, the third section of an evaluation study, presents case studies of eight Home Start programs. Each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--Interim report II: Program analysis. June, 1973a (ED 091 074), microfiche.

This is the second in a series of evaluative reports directed to evaluation needs of Home Start planners and administrators. It focuses on implementation data about programs gathered during local site visits conducted in the spring and fall of 1972. Two parts of the report are presented: initial planning documents and three types of implementation data, including characteristics and statistics on parents and children, staff, project activities and costs, and results of tests.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--interim report II: Summative evaluation results, July 30, 1973b(ED 085 398), microfiche.

This report provides summative evaluation from nine of the 15 Home Start sites in order to assess the fall, 1972 measurement battery and field data collection procedures, to identify entering population characteristics, and to determine preliminary relationships between children's performance and different aspects of their home environment. Data quality is discussed and children's scores are presented in tables; recommended changes in the measurement battery for the final summative evaluation are also given.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--interim report IIa (Case Studies), July 1973 c, (ED 091 081), microfiche.

This formative evaluation study of Home Start uses a case study approach, reporting on the administrative structure and on seven local programs. Each case study includes information regarding program type and activities. Specific descriptive data on enrollment, characteristics of the families involved, staff and funding are included.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--interim report IIb (Case Studies), July 1973d, (ED 092 225), microfiche.

The eight interim case study summaries included in this booklet are part of "Report II" of the "Home Start Evaluation Study." An effort is made to describe specifically the working relationship between program goals and objectives as developed by each local unit, compared with the services actually provided to families.

This evaluation plan outlines the essential features of Home Start Evaluation Activities scheduled for 12 months beginning Fall 1973. Data were collected on achievement of participants, execution of program guidelines, cost analysis, as well as qualitative data describing the organization and activities of each of the 16 Home Start projects.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study interim report III: Evaluation plan 1973-74, Aug. 30, 1973e(ED 092 227), microfiche.

This evaluation plan outlines the essential features of Home Start evaluation activities for the year beginning Fall 1973. Data will be collected addressing the following questions: (1) are guidelines being followed on the kinds of families and staff involved? (2) does participation increase progress of family toward program objectives? (3) do Home Start children achieve the same developmental gains as Head Start children? and (4) what are the costs associated with Home Start and Head Start?

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study interim report III: Summative evaluation results, August 30, 1973f(ED 092 229), microfiche.

This report presents data collected in six of the 16 Home Start sites in operation in the spring of 1973. Efforts were directed at: assessing the measurement battery and comparing them with the fall 1972 battery; identifying changes in items and whole scores that occurred from fall 1972 to spring 1973; and the determination of preliminary relationships. Based on the analyses of spring 1973 data, recommendations about the final National Home Start Evaluation measurement battery will be made.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study interim report III: Case study summaries. August 1973g(ED 092 228), microfiche.

The 14 case studies included in this booklet are part of "Interim Report III" of the Home Start Evaluation Study. The summaries are divided into seven parts: a statistical description of the program site, home visiting procedures, project history, program organization, program services, problem issues, and views of the program.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--Interim report V: Executive summary policy relevant findings and recommendations, Oct. 15, 1974a hard copy.

This report presents policy relevant findings and recommendations for the Home Start Evaluation Study.

High Scope Educational Research Foundation. Home Start Evaluation Study--Summative Evaluation Results: Interim Report V, October 1974b.

This is a report of findings from the summative evaluation of the National Home Start Demonstration Program.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--interim report VI: Executive Summary: Findings and recommendations, 1975a, hard copy.

This report presents preliminary findings of the Home Start Evaluation Study, based on the second full operational year of the program (from fall 1973 to fall 1974). The analyses focus on: (1) the nature and cost of the Home Start program; (2) site variation; (3) impact on families; (4) cost-effectiveness of Home Start as compared to Head Start.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start evaluation study--interim report VI: Program analysis; summative evaluation results; cost-effectiveness analyses, March 24, 1975b, hard copy.

The purpose of this report is to assess the progress of the six summative Home Start projects as evaluation families completed their first twelve months of enrollment.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start Evaluation Study--Field Procedures Manual: Summative Data Collection, Spring 1975c.

This is a manual prepared for the field staff of the National Home Start Evaluation designed to assist community interviewers and site coordinators.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start Evaluation Study--Interim Report VII: 20-Month Program Analysis and Findings, Spring 1976a.

This is a report of process and outcome data resulting from the evaluation of the National Home Start Demonstration Program.

High Scope Educational Research Foundation: Abt Associates, Inc. Home Start Evaluation Study--Final Report: Findings and Implications, Spring 1976b.

This is the final report of the evaluation of the National Home Start Demonstration program.

Highberger, Ruth & Brooks, Helen. Vocabulary growth of Head Start Children participating in a mother's reading program. Home Economics Research Journal, 1973, 1 (3), 185-7, hard copy.

This study involved two groups of Head Start children. The mothers of one group read to their children at least fifteen minutes a day. The other group of children had the opportunity to take home toys from a toy library. All the children were administered the Peabody Picture Vocabulary Test.

Hill, Charles H. Head Start: A problem of assumptions, Education, April-May 1972, 92 (4), 89-93.

The author examines the underlying assumptions of Project Head Start and suggests that if the gains from Head Start are to be sustained, we must be prepared to change the total environment of the child beginning with adequate care for the expectant mother, infant stimulation programs and an extension of individual attention upward through the grades.

Himley, Oliver T. A study to determine if lasting educational and social benefits accrue to summer Head Start participants. Dissertation Abstracts International, 28 (5-A), 1621, 1967, microfilm.

This study used three groups: (1) 36 Head Start children; (2) 36 non-Head Start children; and (3) 36 kindergarten children randomly chosen. They were all tested to determine lasting effects of Head Start using the Metropolitan Readiness Test, the Peabody Picture Vocabulary Test and the Vineland Social Maturity Test.

Hochstetler, Ruth J. Teachers--Be Aware. Supervisor's Quarterly, 1970, 5 (3), 21-25, hard copy.

In this article the author advises teachers to acquaint themselves with the concepts surrounding Project Head Start.

Hodes, Marion R. A comparison of selected characteristics of culturally disadvantaged kindergarten children who attended Project Head Start (Summer program 1965), cultural disadvantaged kindergarten children who did not attend Head Start and kindergarten children who were not culturally disadvantaged. Dissertation Abstracts International, 29 (1-A), 62, 1968, microfilm.

This study assessed and compared three groups of kindergarten children in Camden, N.J. at the beginning and end of the school year 1965-66. One group consisted of children who attended a summer Head Start program. Another group included culturally disadvantaged children who did not attend Head Start. The third group included children who were not disadvantaged. The children were given pre- and post-tests on selected educational characteristics (articulation, auditory discrimination, visual discrimination, and recognition vocabulary). Conceptual maturity was also assessed. The various groups were then compared.

Hoekelman, Robert A., M.D. A 1969 Head Start medical program. Journal of the American Medical Association, Feb. 7, 1972, 219 (6), 730, hard copy.

This is a discussion of the failure of a summer Head Start medical program to reach its health goals. Statistics on services received as well as conclusions on ways to improve are presented.

Holmes, Monica B., Carrier, Bruce, and Greenspan, Dorie. A descriptive report on the advocacy components of seven parent-child centers: How the National program looks at inception. Center for Community Research, June 1972a, hard copy.

This document presents baseline findings of the start-up process of the Advocacy component of the Parent-Child Center programs.

Holmes, Monica, Holmes, Douglas & Greenspar, Dorie. The advocacy components of six Head Start Parent-Child centers: A final report. Center for Community Research, November, 1974.

This is a final report of the Parent-Child Center program. It presents both an overview of the program and specific data on program statistics and costs.

Holmes, Monica. Case studies on the advocacy components of seven parent-child centers: How the national program looks six months after start-up. Center for Community Research, October 1972b(ED 084 039), hard copy.

This report presents case studies which describe the advocacy component (AC) of seven Parent-Child Centers, giving comprehensive details based on six months of operation. Each site description contains information related to: the community, needs assessment, the relationships with families, family group participation, community resources, project objectives, the relationship of each AC with its PCC, and staff information.

Holmes, Monica, Holmes, Douglas & Greenspar, Dorie. Case studies of the seven Parent-Child Centers included in the impact study: Atlanta, Detroit, Harbor City, Menomenie, Mount Carmel, Pasco, and St. Louis, Volume I. Center for Community Research, November 1972c(ED 084 037), microfiche.

This report presents case studies of individual Parent-Child Centers as part of the baseline data collected for the impact study of the PCC program. Seven representative centers of the national program are examined. Case studies include descriptions of facilities, the ethnic characteristics of participants, the communities involved, etc.

Holmes, Monica, Homes, Douglas, & Greenspar, Dorie. The impact of the parent-child center program on parents. Center for Community Research, August 1973a(ED 088 598), microfiche.

This is the final report of a study on the impact of the Parent-Child Centers (PCC), which are administered through Head Start, on parents. Particular focus is placed on the program's impact on parents in terms of their: parenting skills and attitudes; sense of self-esteem; knowledge and use of community resources; use of health facilities, and nutrition practices.

Holmes, Monica, Holmes, Douglas, & Greenspar, Dorie. The impact of the parent-child center on parents: A preliminary report, Volume II. (Includes "Summary of the Research Design and Major Findings"). Center for Community Research, February 1973b(ED 084 038), microfiche.

This document is the second part of a report based on interim findings of the Parent-Child Center impact study on parents. Interviews were conducted with 354 parents at seven PCC's in order to measure: parenting, self-concept, knowledge and use of community resources, and health care and nutrition.

Holmes, Monica Bychowski, et al. Interaction patterns as a source of error in teachers' evaluation of Head Start children. Final report. 1968, (ED 023 453), microfiche.

This final report summarizes Head Start research which investigates interaction patterns as they influence teachers' evaluations of Head Start children. The behavior patterns of 36 Head Start children were compared with their teachers' ranking of perceived intelligence and school readiness with behavior patterns of 32 middle-class and 40 upper-middle class children, all approximately age 4. Intelligence and school readiness were measured.

Horne, Eleanor V., Ed. Test collection bulletin. January 1971a. 5 (1), Princeton, N.J.: Educational Testing Service (ED 066 455), microfiche.

This is a bulletin of the test collection of the ETS, an extensive library of standardized tests, record and report forms, and assessment devices. A special Head Start test collection provides information about assessment instruments for those engaged in research or project direction involving young children.

Horne, Eleanor V., Ed. Test collection bulletin, Vol. 5, N4, October, 1971b Princeton, N.J.: Educational Testing Service (ED 066 456), microfiche.

This is a bulletin of the Test Collection of the ETS, an extensive library of standardized tests, record and report forms, and assessment devices. A special Head Start test collection provides information about assessment instruments for those engaged in research or project direction involving young children.

Horne, Eleanor V., Ed. Test collection bulletin, Vol. 6, N1, January, 1972a. Princeton, N.J.: Educational Testing Service (ED 066 457), microfiche.

This is a bulletin of ETS concerning the test collection, an extensive library of standardized tests, record and report forms, and assessment devices. A special Head Start test collection provides information about assessment instruments for those engaged in research or project direction involving young children.

Horne, Eleanor V., Ed. Test collection bulletin, Vol. 7, October, 1972b. Princeton, N.J.: Educational Testing Service (ED 069 697), microfiche.

This is a bulletin of the test collection of ETS, an extensive library of standardized tests, record and report forms, and assessment devices. A special Head Start test collection provides information about assessment instruments for those engaged in research or project direction involving young children.

Horowitz, Alice M. & Bradley, Susie. Incorporation of a preventive dentistry program in a Home Start program. Public Health Reports, 1975, 90 (4), 365-368, hard copy.

This is a discussion of the introduction of a preventive dentistry program in a Home Start program. The program involved fluoride tablet distribution and an education component for parents.

Horowitz, Frances Degen. Comparative studies of a group of Head Start and a group of non-Head Start preschool children. Final Report. Kansas University, January, 1966. (ED 015 013), microfiche.

This is a report of three comparative studies of Head Start and middle class children.

Hosey, Harold Roy. Cognitive and affective growth of elementary school students who participated in summer Head Start. Dissertation Abstracts International, 33 (12-A), 6591, 1973, microfilm.

The purpose of this dissertation was to determine whether two groups of disadvantaged children in a local school district achieve and maintain any significant differences in academic development or in adequacy of self-concept after a period of five years has elapsed. Two groups are studied: participants and non-participants of a summer Head Start program.

Houston, David Ree. A comparison of written compositions of Head Start pupils with non-Head Start pupils. Dissertation Abstracts International, 30 (11-A), 4684, 1970, microfilm.

The purpose of this study was to compare the written language development of two groups of disadvantaged children at the end of their fourth year of school. One group was chosen from children who had participated in a summer Head Start program. The other group was chosen from children who had been eligible for Head Start, but who had not participated in it.

Howard, J.L. Psychometric evaluation of an operation Headstart program. Journal of Genetic Psychology, 111, 281-288, 1967.

The purpose of this study was to determine if a short-time enriched preschool program (operation Head Start) improved the likelihood of school success of the participants.

Howe, Alvin Edward. A comparison of parents' and teachers' perceptions of Head Start and non-Head Start students. Dissertation Abstracts International, 31 (1-A), 68, 1970, microfilm.

This study was undertaken to determine whether second grade students who have had the benefit of Project Head Start are perceived by their parents and teachers as significantly different from second graders who have not had those experiences.

Hulan, John R. Head Start program and early school achievement. The Elementary School Journal, 1972, 73 (2), 291-94, hard copy.

This is a discussion of the implementation of a Head Start program in Warren, Ohio, and its effect on the children in the program during the first year. The Head Start children are compared to non-Head Start children with regard to scores on the Stanford Early School Achievement Test.

Hunt, J. McVicker. Has compensatory education failed? Has it been attempted? Harvard Educational Review, 1969, 39 (2), 278-300, hard copy.

This article is in response to an article by Jensen in which he maintains that genetic differences determine the intelligence of Negroes and whites. The author finds Jensen's claims about the high heritability of intelligence unsubstantiated.

Hunt, J. McVicker. Reflections on a decade of early education. 1974 (ED 092 244), microfiche.

This report takes an overall look at Head Start; why it was started, what were its goals, what have been the accomplishments and what have been the public reactions to it.

Hunt, J. McVicker, Kir, Girvin E. & Volkmar, Fred. Social class and preschool language skill: III. Semantic mastery of position information. Genetic Psychology Monographs, May 1975, 91 (2), 317-337.

This article reports that four year old Head Start children performed as well on a test of perceptual identification as did four year olds of college educated parents.

Hunter, Gertrude T. Health care through Head Start. Children, July-August 1970, 17 (4), 149-153, hard copy.

This article describes the health care component of Head Start: its goals, innovative procedures, use of technical assistance and evaluation and findings. Data collected on the health and health services of Head Start children are presented.

Hurd, J.L. New perspective on Head Start health care. Health Services Report, 1972, 87 (7), hard copy.

This is a discussion of the use of a nurse practitioner to administer the health component of a Head Start program.

Hutinger, Patricia, & Bruce, Terri. The effects of adult verbal modeling and feedback on the oral language of Head Start children. American Educational Research Journal, November 1971, 8 (4), 611-622, hard copy.

This study investigates the effect of two kinds of feedback (indiscriminate verbal praise and discrimination learning) upon oral language skills. The effect of adult verbal modeling was also examined. Subjects were 36 Head Start children.

Hutton, Jerry B. Practice effects on intelligence and school readiness tests for preschool children. Training School Bulletin, 1969, 65 (4), 130-134, hard copy.

This article presents the analysis of scores obtained on three screening tests administered to 68 children during the fourth week of a summer Head Start program. The purpose of the study was to investigate the practice effects of two different tests with Head Start children.

Hutton, Jerry Bob. Relationships between preschool screening test data and first grade academic performance for Head Start children. Dissertation Abstracts International, 31 (1-B), 395, 1970, microfilm.

The purpose of this study was to explore the relationships between screening test data and the first grade academic performance of children who were enrolled in a Head Start program. The Slosson Intelligence Test, Sprigle School Readiness Screening Test and the Screening Test and Academic Readiness were administered to 176 children who were attending the 1967 summer Head Start program. A classroom behavior form was filled out by the teachers at the end of the program. The academic performance data were collected at the end of the spring semester of first grade. Scores used were from the basic reading tests in the basic readers for first grade, Reading GPA, Arithmetic GPA, and Pass/Fail.

Hutton, Jerry B. Relationships between teacher judgment, screening test data and academic performance for disadvantaged children. Training School Bulletin, 1972, 68 (4), 197-201.

The purpose of this study was to explore the relationships between three screening tests, teacher judgments, and academic performance for disadvantaged children. Subjects for the study were enrolled in a summer Head Start program.

Impact of the Head Start program. Phase I of a projected longitudinal study to the U.S. Office of Economic Opportunity, Final Report. Montgomery County Public Schools. May, 1970 (ED 045 193), microfiche.

This first phase of a projected longitudinal study designed to assess the impact of Head Start in Montgomery County, Maryland, concentrates on reporting results of data collection activities from 1966 to the end of 1969.

Implementation of Head Start planned variation testing and data collection effort. Final report. 1972, (ED 070 532), hard copy.

This final report on the Preliminary Evaluation of Planned Variation in Head Start According to Follow-Through Approaches is a detailed account of the field testing and implementation activities performed during the 1969-1972 period, with emphasis on the second and third years.

Institute for Child Study. Case studies of children in Head Start planned variations, 1971-1972. University of Maryland, 1973 (ED 085 095), microfiche.

This document presents case studies of 20 children from five preschools of Head Start's Planned Variation Program. The case studies are designed to reflect the meaning of the preschool experience for each individual child, with emphasis on changes in self-concept, concepts of the world, inter-personal interactions and task-oriented behavior. Each study describes the child, how Head Start has been helpful, and what else the program might do for the child.

Institute for Child Study. Implementation of planned variation in Head Start: Study of selected children in Head Start planned variation 1969-1970 (First Year Report - 3. Case studies of children). University of Maryland, 1971 (DHEW publication) (ED 052 847), microfiche.

This is a study of 16 selected cases of children in the Planned Variation Study of Head Start, 1969-70. The children's experiences in nine Head Start classrooms were recorded by observation and interview. The purpose of the study was to try to capture the experience of two children in each of the eight settings, not to evaluate the model itself.

Interstate Migrant Human Development Project. Texas Migrant Council, Inc., Laredo, Texas, 1972 (ED 097 107), microfiche.

This report discusses the background study, and proposed objectives, mode of operation, personnel training, staff, assessment, and facilities of a Head Start relocation service for migrant families, including a description of the establishment of such a relocation service which provided follow-up social service from one state to another. The program utilizes a "human developer" (a para-professional) to work with families, who would be drawn from a migrant background. The potential of this type of relocating service for the migrant is evaluated as is its relation to overall Head Start operations.

Jackson, Dollie Joyce. A comparison of the academic achievement in grades two and three of children who attended an eight-week and an eight-month Head Start program. Dissertation Abstracts International, 31 (4-A),1512, 1970, microfilm.

The purpose of this study was to evaluate the effects of Head Start on the academic achievement of those participating. There were four groups: (1) lower class children in 8-week Head Start class;(2) middle class children in 8-week class, (3) lower class children in 8-month program, and (4) middle class children in 8-month private kindergarten. The California Achievement Test was used.

Jacobs, Sylvia Helen. Parent involvement in Project Head Start. Dissertation Abstracts International, 31 (4-A), 1649, 1970, microfilm.

This study examines parental response to participation in a special language program and the resulting effects upon the home environments of the participating children.

Jacobson, Claire, & Drije, Carla. The organization of work in a preschool setting: Work relations between professionals and paraprofessionals in four Head Start centers. Final report, 1972a, (ED 088 604), microfiche.

This final report describes work relations between teachers and teacher aides and between social workers and social service aides and focuses on an interpretation of differences in work relations between the teaching and social work components in Head Start. Specifically, attitudes of professionals toward the employment of paraprofessionals are investigated, including the types of role definitions involved.

Jacobson, Claire, & Drije, Carla. Role relations between professionals and paraprofessionals in Head Start. Journal of Research and Development in Education, 1972b, 5 (2), 95-100, hard copy.

This paper focuses on work relations between teachers and teacher aides. Data collected from interviews, classroom observations and meetings are used to focus on questions of attitudes toward employment of paraprofessionals, role definitions, and role effects.

Jacobson, Claire. Work relations between professionals and paraprofessionals in Head Start (April 1, 1969 - August 31, 1970). Interim report. Bank Street College of Education, New York, N.Y. 1971, (ED 054 082), microfiche.

This interim report focuses on the differences in work relations between teachers and teacher aides and between social workers and social service aides, using data obtained from in-depth interviews, classroom observations, and meetings at two Head Start centers. The study examines the professionals' attitudes towards paraprofessionals, role definitions, and roles performed by paraprofessionals, the working relations between paraprofessionals and professionals, the kind of work ethic which develops, and the effects of employment on paraprofessionals.

Jacobson, Joan M., Bushnell, Don, Jr., & Risley, Todd. Switching requirements in a Head Start classroom. Journal of Applied Behavior Analysis, 1969, 2 (1), 43-47, hard copy.

In this study two experiments were conducted by the mothers of the children in a Head Start classroom. Both examined the effects of a switching task on the frequency with which children moved from one activity area of the classroom to another.

Jensen, John L. Maternal attitudes of low socioeconomic groups toward public elementary schools. Dissertation Abstracts International, July 1970, 31 (1-A), 105-106, 1970, microfilm.

The aim of this study was to determine the attitudes of mothers in low-income groups toward public elementary schools and to describe the relationships between participation of children in Head Start programs and the attitudes of their mothers, as well as the relationships between the communities in which they live and the attitudes of mothers, and the relationships between ethnic background and the attitudes of mothers.

Johnson, Dale L. & Johnson, Carsen A. Comparison of four intelligence tests used with culturally disadvantaged children. Psychological Reports, February 1971, 28 (1), 209-10, hard copy.

In this study responses to three brief intelligence tests, the Slosson Intelligence Test, the Peabody Picture Vocabulary Test, and the Draw-A-Man Test were compared with scores on the Stanford-Binet from 29 Head Start children.

Johnson, Dave Petre. A follow-up study of pupils from the Brevard County full year Head Start program who entered the first grade in the Brevard County public school system. Dissertation Abstracts International, 31 (12-A), 6343, 1971, microfilm.

The purpose of this study was to determine how effectively the Brevard County full year Head Start program met the needs of the children participating in it by preparing them to make adequate adjustments upon entering first grade. A group of 137 Head Start and 141 non-Head Start children were tested using the American Guidance Service First Grade Screening Test, the Western Psychological Services, Child Behavior Rating Scale and the Stanford Achievement Test Battery.

Johnson, Henry Sioux. The effects of Montessori educational techniques on culturally disadvantaged Head Start children. Clovis Montessori Schools, September, 1965. (ED 015 009), microfiche.

The purpose of this study was to determine whether significant differences exist in skill performance as a result of Head Start experience and to determine whether these differences exist between two ethnic groups.

Jones, Katherine L.S. The language development of Head Start children. Dissertation Abstracts International, 27 (5-A), 1201, 1966, microfilm.

The purpose of the study was to determine if children who participated in Head Start kindergartens during the summer of 1965 showed a significant gain in language skills.

Jordan, June B. OCD urges special education's support for new Head Start services to handicapped children. Exceptional Children, September 1973, 40 (1), 45-8, hard copy.

This is a discussion of the new mandate to Head Start to include handicapped children in the regular classrooms. Issues discussed are: defining the handicapped and evaluating whether or not goals are realistic.

Josephina, S. Evaluation of Early Compensatory Education, Peabody Journal of Education, January 1970, 47 (4), 216-20, hard copy.

This report presents data on 82 Head Start children in a summer program. Data are presented on five variables assessed at the end of the session: recognition of upper case letters out of sequence, recognition of numbers out of sequence, reproduction of four geometric figures, printing from copy (A-D-B-F-O) and printing from copy (5-2-1-4-7-3-6).

Kansas, University of. Summary of 1968-1969 data. Progress report No. 4, August 1969. Head Start Evaluation and Research Center. 1969a (ED 070 530), microfiche.

This progress report of the Head Start program in three sample Kansas communities contains 1968-1969 data on a sample of 137 children. Statistical analyses of common assessment instruments are presented in the tables. Correlations for the total sample given all four pre-post-tests are provided, as is an analysis of factors affecting pre-Binet performance. Guidelines are given for evaluating Head Start children. A critique of the evaluation instruments used in the program is also given.

Kansas, University of. 1968-1969 Head Start evaluation report. 1969b (ED 071 636), microfiche.

This is an evaluation report which studied the application of behavior modification procedures by Head Start teachers in the classroom and the remedial application of programmed instructions to children with preacademic deficiencies. Data were collected during the 1968-1969 year on 11 Kansas classrooms, by means of pre- and post-tests and observation.

Kapfer, Sherry. Report of first national Home Start conference. Office of Child Development, May 5, 1972. (ED 067 155), microfiche.

In this report proceedings of the first national Home Start conference are presented. The activities of the meeting were aimed at strengthening and supplementing child development in the home.

Kaplan, F. Head Start program for siblings of mentally retarded children. Mental Retardation, 1966, 4, 30-32.

This is a description of a Head Start program specially designed for siblings of mentally retarded children.

Katz, Lillian G. Children and teachers in two types of Head Start classes. Young Children, 1969, 24 (6), 342-49, hard copy.

This is a report of two comparative studier of different approaches to preschool education as applied to Head Start settings.

Katz, Lillian G. Early childhood re-visited. A paper presented at the Administrators' conference, June 16, 1972 (FD 088 574), microfiche.

This booklet presents a discussion of some moral and philosophical aspects of issues in early childhood education beginning with a look at the development of Project Head Start.

Katz, Lillian G. Teaching in preschools: Roles and goals. Children, 1970, 17 (2), 42-48, hard copy.

This is a discussion of teaching styles and roles of early childhood teachers.

Katz, Lillian G. The Enabler Model for early childhood programs. ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois, 1971. (ED 066 223), microfiche

This is a report of the Enabler Model which is intended to provide regular on-site support, guidance and assistance to a local community for the implementation of preschool, day care and other early childhood programs such as Head Start.

Katz, Lillian G. Where is early childhood going? ERIC Clearinghouse on Early Childhood Education, Urbana, Ill. 1973 (ED 073 826), microfiche.

This paper investigates the direction of early childhood education whose future expansion depends on a reorientation of research and development so that more research is conducted "on" practice. Four broad classes of variables are discussed in terms of their effect on implementability of Head Start curriculum models. It is also felt that there should be a modification of the focus of the research and development efforts concerning teachers and teaching. Hopefully, a sociology of early childhood education will be developed.

Katz, Lillian Gonshaw. A study of the changes in behavior of children enrolled in two types of Head Start classes. Dissertation Abstracts International, 29 (5-A), 1476, 1968, microfilm.

The study compared the effect of an approach to preschool education which focused on personal and social developmental objectives with an approach designed to facilitate later academic achievement, referred to as a teacher-structured approach. The extent to which children select their own activities and the child behaviors and attributes rewarded by teachers were investigated in each of two six-week summer Head Start programs.

Katz, Lillian G. Helping local Head Start staff and parents plan their own program: The enabler model. Child Today, November-December 1972, 1 (6), 20-3, hard copy.

This is a discussion of the implementation of the Enabler Model which helps local Head Start staff and parents design their own program.

Katz, Lillian G. Perspectives on early childhood education, 1972 (ED 068 203), microfiche.

This paper, prepared for a speech, lends perspectives on Head Start and other early childhood programs. It states that poor children are understimulated and stereotyped and the child's capacities for sustained interest and effort (rather than sheer excitement) should be fostered. It is the former that will produce real learning needed to overcome social, psychological, and economic problems.

Kean, John M. The impact of Head Start: An evaluation of the effects of Head Start on children's cognitive and affective development by Victor G. Cicirelli, Childhood Education, May 1970, 46 (8), 449-452, hard copy.

This article reviews the Westinghouse Study, first giving information on the design, sample, use of instruments and specific recommendations. The author then discusses limitations of design and neglected variables, and unwarranted conclusions.

Kearney, Nancy Lillian Shoemaker. Attitude change of project Head Start parents. Dissertation Abstracts International, 30 (3-A), 1021, 1969, microfilm.

This study was designed to test educational attitude changes of parents who have a child or children who participated in Project Head Start. The instruments used were an educational attitude scale and an interview guide. A culturally deprived sub-community was chosen for the sample population (divided up into two groups: those with a child/children who participated in Head Start, and those who had a child with no Head Start experience.

Keislar, Evan R. and Phinney, Jean. Manipulation and novelty of reward as features in educational games. California University, August, 1970 (ED 057 886), microfiche.

This experimental study investigates differences between a game approach and a programmed learning approach in teaching three listening comprehension skills to Head Start children.

Keislar, Evan R. The instructional environment and the young autonomous learner. Childhood Research Center, UCLA. 1972 (ED 077 564), microfiche.

This is a report of a study of goal-directed learning through the design of components in the environment. Particular emphasis is given to the way the child uses informational resources to attain an educational goal.

Keliher, A. Parent and child centers: What they are and where they are going. Children, 1969, 16, 63-66.

This is a description of the assumptions behind and operation of Parent and Child Centers.

Kierscht, Marcia S. & Vietze, Peter M. Test stimuli--representational level with middle-class and Head Start children, Psychology in the Schools, 1975, 12 (3), 309-313, hard copy.

Head Start and middle income childreh were asked to label three forms of stimuli: objects, colored pictures and line drawings, in an attempt to determine differences in capacity to recognize and label stimuli. The stimuli were taken from commonly used assessment instruments.

Kinard, Jesse Edward. The effect of parental involvement on achievement of first and second siblings who have attended Head Start and Follow Through programs. Dissertation Abstracts International, 35 (9-A), 5914, 1975, microfilm.

This study sought to determine whether there would be a significant difference in the achievement scores of first and second siblings as a result of parental involvement and duration in a comprehensive Head Start program. Subjects were 170 pairs of siblings and their parents who had attended Head Start and Follow Through programs. Achievement tests were administered to the siblings and questionnaires were used to determine level of parental involvement.

Kindergarten education in Kentucky, 1972 (ED 087 560), microfiche.

This report reviews kindergarten programs (state, private, parochial, and federally assisted) in: (1) Kentucky public graded schools; (2) private pre-school centers; (3) in non-district public, private and parochial graded schools; and (4) federally-supported Project Head Start programs for the disadvantaged. Documentary tables are shown.

Kirk, Girvin E., Hunt, J. McVicker, & Lieberman, Christiane. Social class and preschool language skill: II. Semantic mastery of color information. Genetic Psychology Monographs, May 1975a,91 (2), 299-316, hard copy.

In this study Head Start children and four-year olds of college educated parents were administered a test of perceptual identification. The main purpose of the study was to compare the percentages of Head Start children in their fifth year who show semantic mastery of color information with the percentage of nursery school children who show such mastery. A further examination was made as to race differences and sex differences in semantic mastery of color information.

Kirk, Girvin E. & Hunt, J. McVicker. Social class and preschool language skill: I. Introduction. Genetic Psychology Monographs, May 1975b,91 (2), 281-298, hard copy.

This series of studies concerns the relative validity of two explanations of why children of parents of poverty do poorly in school: (1) because they enter with a dialect different from standard English (which complicates the task of learning to read); (2) child-rearing conditions limit the number and variety of experiences, resulting in a cognitive deficit, and a deficit in semantic mastery. These studies use several strategies to investigate these hypotheses (e. g., performance of semantic mastery tasks and tests).

Kirschner Associates, Inc. A national survey of the impacts of Head Start centers on community institutions. Albuquerque, N.M., May 1970a, (ED 045-195), microfiche.

This is a report of a research project designed to assess the impact of Head Start centers on community institutions. Intensive study in 42 Head Start communities revealed that individuals and groups associated with Head Start programs had been involved in bringing about changes in health and educational institutions. A total of 1,496 changes consistent with Head Start goals and philosophies were identified.

Kirschner Associates, Inc. A national survey of the impacts of Head Start centers on community institutions: Summary report. Albuquerque, N.M., May 1970b(ED 046 516), microfiche.

This summary report is a capsule commentary on the Kirschner field research project which attempted to obtain a greater understanding of Head Start's role in influencing community health and educational programs. The project specifically hoped to illuminate how to achieve changes in local institutions utilizing a nationwide educational innovation as the intervention strategy.

Kirschner Associates, Inc. A national survey of the parent-child center program. March 1970 c(ED 048 933), microfiche.

This research report is a description and analysis of the development and status of the first year of operation of the Parent-Child Center (PCC) program within Project Head Start. Data presented include: pre- and post-test results as well as treatment of illnesses, staff characteristics, families served, services provided, and a cost analysis. Recommendations are made for various aspects of the PCC program.

Kitano, Harry. Measurement of change in social and personal attitudes of parents of children in Project Head Start. UCLA, Center for Head Start Evaluation and Research. 1969 (ED 056 759), microfiche.

This progress report summarizes three facets of a larger project focused on finding out how to improve the prediction of scholastic success of children from disadvantaged populations: (1) effects of parent participation; (2) development of parental attitude measure; and (3) effect of special instruction for parents.

Klein, Jenny W. Head Start: Intervention for what? Educational Leadership, October 1971a, 29 (1), 16-9, hard copy.

In this article, the author takes an overall look at Head Start, briefly reviewing research evaluation attempts. The Planned Variation experimental program is explained.

Klein, Jenny W. Head Start: National focus on young children. National Elementary Principal, September 1971b, 51 (1), 98-103, hard copy.

The article begins with a quick historical perspective on Head Start and then discusses its basic components of local community involvement, a comprehensive approach, the educational section, social services, health and nutrition, and career development. Finally, the author focuses on research and evaluation of Head Start and its effects on the field of Early Childhood Education.

Klein, Jenny W. Mainstreaming the preschooler. Young Children, 1975, 30 (5), 317-327, hard copy.

This is a discussion of mainstreaming and the experiences resulting from integrating handicapped children in Head Start.

Klein, Jenny W. Making or breaking it: The teacher's role in model (Curriculum) implementation. Young Children, August 1973, 28 (6), 359-366, hard copy.

This study looks at teacher variables and their influence on model implementation in the Planned Variation project. Variables such as personal qualities, teacher acceptance of model, and adequacy of staff training are discussed.

Klein, Jenny W. & Randolph, Linda A. Placing handicapped children in Head Start programs, Child Today, November-December 1974, 3 (6), 7-10, hard copy.

This article is a discussion of the placement of handicapped children in Head Start classrooms and the advantages which result for the child.

Klein, Jenny W. Planned Variation in Head Start programs, Children, January-February 1971 18 (1), 8-12, hard copy.

In this article, the Planned Variation experimental program is described. Each model is briefly defined and implementation and evaluation plans are discussed.

Kopple, H. Head Start parents in participant groups--practical, yes, sufficient, no. Journal of Applied Behavioral Science, 1974, 10 (2), 250-59, hard copy.

This is a commentary on an article which discusses the use of the participant group method.

Kowatrakul, Surang. "Need achievement" training for Head Start children and their mothers. Temple University , 1970 (ED 048 943), microfiche.

This paper reports a short term intervention in the area of "need to achieve" among disadvantaged preschoolers. Changes in measured intelligence were also examined.

Krown, Sylvia. Preschool programs for disadvantaged children. Children, November 1968, 15 (6), 236-239, hard copy.

In this article a visitor from Israel reports her impressions of preschool programs for disadvantaged children. Included is a discussion of Head Start's innovations, as well as the implications of such programs for Israel.

Kuipers, Judith Lee. The differential effects of three parent education programs on the achievement of their children enrolled in an experimental Head Start program. Dissertation Abstracts International, 30 (12-A), 5321, 1970, microfilm.

The purpose of this study was to train teachers to educate mothers to work with their children in the home in order to further linguistic skills, intellectual performance and self-concept development.

Kuzma. Kay J. The effects of three preschool intervention programs on the development of autonomy in Mexican-American and Negro children. Dissertation Abstracts International, October 1970, 31 (4-A), 1623-1624, 1970, microfilm.

The major objectives of this study were: (1) to determine if there were measurable differences in autonomy between Mexican-American and Negro children; (2) to determine the effects of three different programs on the development of autonomy; and, (3) to determine the relationship between intelligence and different aspects of autonomy. Head Start children were used in the sample.

Kuzma, Jay J. & Stern, Carolyn. The effects of three preschool intervention programs on the development of autonomy in Mexican-American and Negro children. Journal of Special Education, Fall 1972, 6 (3), 197-205, hard copy.

In this study it was hypothesized that both Mexican-American and Negro children would show significant differences between pre- and post scores on measures of intelligence and autonomy at the end of a seven week Head Start program.

Lahey, Benjamin B. Modification of the frequency of descriptive adjectives in the speech of Head Start children through modeling without reinforcement. Journal of Applied Behavioral Analysis, Spring 1971, 4 (1), 19-22, hard copy.

In this study a modeling technique was used to modify the speech of Head Start children, in particular to increase the frequency of descriptive adjectives in the children's spontaneous speech. After describing the contents of each of four boxes of toys, subjects were divided into two groups, one of which heard E using descriptive adjectives to describe the same boxes, the second for which E used no adjectives at all.

Lambert, Carroll Carmen. Teacher and the curriculum for preschool children in Head Start. Dissertation Abstracts International, 30 (9-A), 3833, 1970, microfilm.

The purpose of this study was to develop an appropriate curriculum which would utilize the most effective approaches to helping the Head Start child benefit most fully from a program of compensatory education.

Lambert, Carroll. This is me! Childhood Education, March 1969, 45 (7), 381-84, hard copy.

This article written by a Head Start consultant discusses different factors and methods to help a child develop a positive self-concept.

Lamp, Robert E., & Traxler, Anthony J. The validity of the Slosson Intelligence Test for use with disadvantaged Head Start and first grade school children. Journal of Community Psychology, January 1973, 1 (1), 27-30, hard copy.

This study reports on the concurrent and predictive validity of the Slosson Intelligence Test with Head Start and first grade disadvantaged children. In addition, descriptive and normative data for 231 Head Start and first grade school children are provided.

Lane, Mary B. An infant center. Children Today, May-June 1973, 2 (3), 22-4, hard copy.

This is an interview with Dorothy Fulcher, a teacher in an infant center component of a Parent and Child Center. The program is described and a few case studies are discussed.

Lapides, Joseph. A model for regional training for Head Start services to handicapped children. 1973a(ED 089 843), microfiche.

This document describes a model for regional training of Head Start personnel. It reports on a training symposium convened to clarify the objectives and methods involved in Head Start's commitment to serving handicapped children.

Lapides, Joseph. Exceptional children in Head Start: Characteristics of preschool handicapped children, 1973b (ED 089 844), microfiche.

This paper is one of a series of documents being issued by the Head Start Regional Resource and Training Center in response to a need to develop a variety of materials for use in local Head Start programs. The term "handicapped preschool child" is defined, and a list of handicapping conditions and the needs they may generate is presented. Suggested resources for aid and information are given for each category.

Larsen, Janet Seger. A study of the intelligence and school achievement of children previously enrolled in Project Head Start. Dissertation Abstracts International, 31 (3-A), 1014, 1970, microfilm.

The purpose of this study was to evaluate the effect of a Head Start program on the intelligence and school achievement of children, over a three year span of time. The subjects were matched with other children to control for variables other than Head Start attendance. The Stanford-Binet Intelligence Scale was used to determine intelligence.

Larsen, Janet J. Yes, Head Start improves reading. 1972 (ED 079 693), microfiche.

This is the report of a study which evaluated the effects of a Head Start program on children's intelligence and reading achievement test scores over a three year period. The second part of the study involved a three year follow-up assessment of intelligence test scores of children who had attended Head Start before entry into school.

Larson, Daro E. Stability of gains in intellectual functioning among white children who attended a preschool program in rural Minnesota. Final report. 1972 (ED 066 227), microfiche.

This is the final report of a study undertaken to ascertain the degree of stability of significant gains made in intellectual functioning by a group of children who attended Head Start programs and two groups of children who did not attend preschool programs.

Lawhon, Delbert A. A study of the use of concrete and abstract stimuli in the development of perceptual abilities of disadvantaged five year old children. Dissertation Abstracts International, December 1972, 33 (6-A), 2695, 1972, microfilm.

The purpose of this research was to study the effect of training in developing perceptual abilities of two groups of environmentally deprived children by utilizing two curricula, one designed to present concrete stimuli progressing to the abstract and one designed to present only stimuli of abstraction. The subjects were enrolled in Head Start programs.

Lazar, Joyce B. A review of the present status and future research needs of programs to develop parenting skills. The Social Research Group, George Washington University, April, 1972 (ED 068 150), microfiche.

This is a state of the arts paper on completed and ongoing research in parent education based on a review of the literature of recent studies, including current federally funded research on mainstream and economically deprived families.

Leadership development and training for Head Start coordinators of nutrition and cook managers. Nutrition and food program. Office of Child Development (DHEW), Bureau of Head Start and Child Service Programs (ED 068 151), microfiche.

This publication contains a curriculum model developed to train cook managers and nutrition coordinators of the nutrition component of Head Start programs. The two-week (60 hour) course is designed to be offered in a university setting and includes Head Start objectives, overview, personal growth sessions, and learning activities related to nutrition.

Learning Institute of North Carolina. A report of the home based working conference, Learning Institute of North Carolina (LINC), March 12-15, 1973 (ED 068 968), microfiche.

This is a report of a conference held in order to provide Head Start program representatives with information and descriptive materials on approaches to home-based education for preschool children with the parent as the focal point.

LeHew, C. The performance of four and five year old children in operation Head Start on selected arithmetic abilities. The Arithmetic Teacher, 1968, 15, 53-59.

This study was an assessment of selected arithmetic abilities of a group of children who had been identified as eligible for Head Start. The purpose of the study was to determine the understanding of specific number concepts possessed by these preschool children.

Leigh, Terrence M. An examination and comparison of the health services received by participants and non-participants in a full-year Head Start program. Dissertation Abstracts International, 1974, 32 (4-A), 1971, microfilm.

This study examined the extent to which abnormalities were found to occur among a community of Head Start children, the types of abnormalities that received follow-up care, and the degree to which the program was successful in treating all identified abnormalities. The purpose was to determine whether the Head Start health services program provided a greater degree of health care than the children would have received if they were not enrolled in Head Start.

Lessler, Ken. & Fox, Ronald E. An evaluation of a Head Start program in a low population area. Journal of Negro Education, Winter 1969, 38 (1), 46-54, hard copy.

This study was undertaken to look for areas in which the Head Start efforts may have had an effect. The study was a cooperative effort of a school system, the Head Start staff and mental health clinic psychologists. A structured interview was developed in order to assess the child on the following variables: school expectation, visual-motor coordination, auditory understanding and memory, vocabulary, motor coordination, picture/paragraph interpretation, informal communication, and psychological comfort.

Levens, D. A look at project Head Start. Childhood Education, 1966, 42, 481-483.

This is a discussion of the early days of Project Head Start.

Levin, H.M. Some methodological problems in economic-policy research determining how much should be spent on compensatory education. Education and Urban Society, 1975, 7 (3), 303-333.

This article is a discussion of the difficulties in determining how much federal money should be spent on the educationally disadvantaged student.

Levine, David. Head Start psychological services in a rural program, 1972 (ED 070 516), microfiche.

This paper, prepared for presentation at an APA meeting, discusses a model of delivery of psychological services which takes into account the limited availability of trained psychologists in rural communities. It offers advantages in terms of offering career opportunities for the target population. The model deemphasizes "early identification."

Leviton, H. & Kiraly, J. Summer compensatory education--effects on learning disabled children. Exceptional Children, 1975, 42 (1), hard copy.

The purpose of this study was to determine whether a summer compensatory education program had any effect in improving academic achievement and self concept in learning disabled children.

Levitt, Alpern. Methodological considerations in devising Head Start program evaluations. Indiana University, April, 1967 (ED 025 319), microfiche.

In an attempt to improve evaluations of Head Start, this author suggests several methodological techniques.

Levy, Alan W. The effects of teacher behavior on the language development of Head Start children. Dissertation Abstracts International, 30 (90-A), 3835, 1970, microfilm.

This study was concerned with the effects of specified dimensions of teacher behavior on the language development of socially disadvantaged preschoolers enrolled in Head Start. It was hypothesized that teachers who showed high levels of competence in eliciting verbal behavior, in providing a language model and in maintaining positive social emotional relationships in the classroom, would facilitate greater language development than would teachers who showed less competence in these areas.

Lewing, Harold F. An evaluation of a summer Head Start program. Dissertation Abstracts International, 30 (10-A), 4191, 1970, microfilm.

This study is an evaluation of a summer Head Start program in a rural area through the analysis of differences between participants and non-participants of the program prior to and after completing grade one.

Lewis, Anne. Preschool breakthrough: What works in early childhood education. 1970 (ED 054 846), microfiche.

This special report is designed to help school personnel prepare for the estimated five million youngsters to be enrolled in preschool programs by 1975. It includes a review of the new philosophies and old controversies of early childhood education, research results from public and private sources, a guide to federal funding policy and clues to the ferment in state and local communities. Descriptions of various projects that have demonstrated success in increasing the achievement of young children are presented.

Lewis, Cornell Theodore. A study of various factors in Head Start and Title I programs in twenty school districts. Dissertation Abstracts International, 32 (1-A), 129, 1971, microfilm.

The purpose of this study was to examine various aspects of public school programs presently using funds from Title I to determine what changes have evolved due to the operations of Head Start.

Lewis, Eva Pearl. A comparison of the academic achievement of Head Start pupils with non-Head Start pupils. Dissertation Abstracts International, 28 (9-A), 3368, 1968, microfilm.

The purpose of this study was to determine the difference in academic achievement between disadvantaged children who attended a Head Start program and those who did not when that difference was measured by a selected instrument. A comparison was made between pupils from the Head Start group and those from three non-Head Start groups, using a standardized achievement test which measured the following variables: word reading, paragraph meaning, vocabulary, spelling, word study skills, arithmetic, and a total test average.

Lezotte, L.W. Disadvantaged Child 3. Compensatory education national debate. American Educational Research Journal, 9 (3), hard copy.

This is a review of a book on the disadvantaged child and compensatory education.

Light, Richard J. & Smith, Paul V. Choosing a future: Strategies for designing and evaluating new programs, Harvard Education Review, February 1970, 40 (1), 1-28.

In this article the authors argue that large scale educational interventions at the national level should incorporate evaluation as an integral part of program development. Several statistical techniques are suggested.

Lipson, Rosella. A mobile preschool. Young Children, 1969, 24 (3), 154-156, hard copy.

In this article, the author, a Head Start training consultant, describes a mobile unit she has equipped with training materials for preschool programs.

Loewe, Kenneth Leo. A process and product evaluation of a planned variation in a Head Start program. Dissertation Abstracts International, 34 (8-A), 4703, 1974, microfilm.

The study evaluated the effectiveness of a kindergarten curriculum for Head Start children, Environmental Academics, by comparing the cognitive performance of students in the experimental classes with a control group Head Start class.

Love, Harold D. & Stallings, Sharon G. A comparison of children who attended Project Head Start not having a Follow Through program and children who attended Project Head Start having a Follow Through program, Education, September-October 1970, 91 (1), 88-91.

The purpose of this study was to determine if significant differences existed between first grade children who attended Head Start but who did not participate in a Follow Through program and first grade children who attended Head Start and did participate in a Follow Through program.

Lukas, Carol Van Deusen & Wohlleb, Cindy. Implementation of Head Start Planned Variation: 1970-71, Part I, Part II: Appendices, Huron Institute, December 1, 1972 (ED 082 834; ED 082 835), microfiche.

This report is Part I of a study of program implementation in 12 models of Head Start Planned Variation. The following are examined: (1) how well models are implemented; (2) the factors influencing the implementation of models; (3) the correlations between the factors which explain variations in levels of implementation; and (4) what the model classrooms are like in practice. Included are a summary of findings, recommendations for future implementation studies, and data tables.

Lukas, Carol Van Deusen & Wohlleb, Cindy. Implementation in Head Start Planned Variations: 1971-72. Cambridge: The Huron Institute, June 1974, hard copy.

This volume of appendices is Part II of a study of program implementation in 12 models of Head Start Planned Variation. It presents details of the data analysis, copies of data collection instruments, and additional analyses and statistics.

Lundberg, Christina M. & Miller, Beatrice M. Parent involvement staff handbook: A manual for child development programs, 1972 (ED 075 074), microfiche.

This is a handbook to guide coordinators of parent activities in Head Start programs. Discussion includes the following topics: motivation, informal and formal participation, teamwork, and total involvement.

Lunzer, F.A. Disadvantaged Child. 3. Compensatory education--national debate. British Journal of Psychiatry, 1972, 120 (557), 456-458.

This is a book review.

Lutsky, Judi. Head Start and Follow Through, 1972-1974: An Eric Abstract Bibliography. Eric Clearinghouse on Early Childhood Education, Urbana, Illinois, October, 1974 (ED 097 131), microfiche.

This is a selective abstract bibliography which cites 123 Eric documents concerning Project Head Start and Project Follow Through. Included are reports of research and evaluation and program descriptions.

Lynch, Daniel O. & Hammes, Richard. The effects of school environment on disadvantaged kindergarten children, with and without a Head Start background. Final report. 1969 (ED 041 640), microfiche.

This is the final report of a study investigating the comparative effects of two distinct school environments (state university campus schools and local public schools) on the verbalization and socialization skills of disadvantaged kindergarten children with and without a Head Start background.

Mackey, Beryl F. The influence of a summer Head Start program on the achievement of first grade children. Dissertation Abstracts International, 29 (10-A), 3500, 1969, microfilm.

> This study compared the achievement of two groups of first grade children in the areas of word knowledge, word discrimination, reading and arithmetic. The control group consisted of children who did not participate in a summer Head Start program.

Mackler, Bernard. Nursery school, preschool, and Project Head Start: What are the benefits. A review of the research literature. Center for Urban Education, December, 1966 (ED 093 503), microfiche.

> This literature review surveyed and evaluated investigations conducted in nursery schools and preschools in order to provide better understanding of the nature of early intervention and its effects on young children. Head Start was among the programs reviewed.

Madsen, Charles H., Madsen, Clifford K. & Thompson, Faith. Increasing rural Head Start children's consumption of middle class meals. Journal of Applied Behavior Analysis, 1974, 7 (2), 257-262, hard copy.

> This study investigated a method to increase the amount of food consumed by rural, Black Head Start children. Teachers dispense sugar-coated cereal and small candies paired with praise contingent on eating behaviors and reward children who finished the entire meal with additional treats and praise.

Madsen, Millard. Sub-cultural determinants of cooperative and competitive behavior. Office of Economic Opportunity, Washington, D.C., 1967 (ED 057 891), microfiche.

> This is a report of three studies which attempt to assess the nature of cooperative and competitive behavior of young children in different socioeconomic classes. Head Start pupils served as subjects.

Mann, E.T. and Elliott, C.C. Assessment of the utility of Project Head Start for the culturally deprived: An evaluation of social and psychological functioning. Training School Bulletin, 1968, 64, 119-125.

> This study represents the first phase of longitudinal research dealing with the effects of Project Head Start on affective and cognitive functioning of disadvantaged children in the rural Southwest.

Matthias, Margaret Wiseman. Development and evaluation of a supplementary language program for Head Start children. Dissertation Abstracts International, 33 (5-A), 2080, 1972, microfilm.

> This dissertation had three purposes: (1) to develop a compensatory language program in Southern Illinois for a selected sample of Head Start children; (2) to determine if this produces significantly greater gains on selected criterion measures than participation in a program of individualized attention alone; and (3) to determine whether this participation yields significantly greater gains than that of a traditional preschool program alone.

McDaniels, Garry, et al. Case studies of children in Head Start planned variation, 1970-1971. University of Maryland, College of Education, College Park, Md. 1971 (ED 069 354), microfiche.

This contract report provides a case study methodology for documenting the behavior of individual children in the Head Start Planned Variation program, which is an attempt to provide longitudinal, comparative information as to the effects of formulated models on children served by preschool education programs. This report documents the behavior of children to determine if or where the Planned Variation models produced identifiable variation in behaviors. Sample case records are included.

McDavid, John W. Problems of educational evaluation in Project Head Start--Sampling design, and control groups. February 10, 1968. (ED 015 793), microfiche.

In order to provide guidance in program planning, this research sought to describe potential recipients of Head Start attention and potentially useful programs, to establish specific relationships between program elements and population characteristics, and to evaluate specific hypotheses in terms of their usefulness.

McGee, Grace Ann. An evaluation of the effects of the Bessell-Palomares human development program on five year olds in an Appalachian Head Start class. Dissertation Abstracts International, 32 (8-A), 4329, 1972, microfilm.

This dissertation evaluates the effects of the Bessell-Palomares Human Development Program on 5 and 6 year olds enrolled in an Appalachian Head Start class. The subjects were given pre- and post-tests with the Peabody Picture Vocabulary Test and the California Test of Personality. Case studies were written on each subject.

McMeekin, Robert W., Jr. Synthesized estimates of the costs of Head Start Planned Variation models. Cambridge: Huron Institute, April, 1973, hard copy.

This article reports a study of the cost data generated by Head Start Planned Variation models.

McNamara, J. Regis, & Diehl, Luther A. Behavioral consultation with a Head Start program. Journal of Community Psychology, October 1974, 2 (4), 352-357, hard copy.

This article describes how behavioral consultation was carried out and evaluated in an in-service training program for Head Start teachers as part of a community consultation program.

McNamara, J.R. Evaluation of the effects of Head Start experience in the area of self-concept, social skills, and language skills. Prepublication draft. Dade County Board of Public Instruction, July 1968 (ED 028 832), microfiche.

In this study 180 Negro Head Start children in Dade County, Florida were tested to discover if the county's Head Start program contributed significantly to language skills, social skills, and self-concept development and to determine if an efficient instrument could be developed to measure self-concept in the disadvantaged child.

McNamara, J. Regis, & Porterfield, Charles L. Levels of information about the human figure and their characteristic relationship to human figure drawings in young disadvantaged children. Developmental Psychology, 1969, 1 (6, Pt. 1), 669-672, hard copy.

In this study information concerning discrete parts of the human figure was related to Koppitz Human Figure Drawing scores in 58 Negro Head Start children.

Meissner, Judith A. Disadvantaged children and their first school experiences--ETS--Head Start longitudinal study: Preschool teachers of disadvantaged children: Characteristics and attitudes. Educational Testing Service, Princeton, N.J. 1973a (ED 109 136), microfiche.

This study developed and used an extensive (147-item) questionnaire to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of information included are: demographic characteristics, education and experience, attitudes toward minority groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interests, and professional orientation. Teachers' responses to these items are described, and the results delineated.

Meissner, Judith, & Shipman, Virginia. Summary report structural stability and change in the test performance of urban preschool children. March 1973b (ED 079 417), microfiche.

The project report summarized here describes the interrelationships of the individually administered tests given to 820 Head Start children from three urban sites in the second year of a longitudinal study. These results are compared with those obtained in Year 1, the year prior to the students' attendance in a group program. The tests tapped cognitive skills, cognitive styles, and a variety of personal and social behaviors.

Melcer, Donald, et al. An experimental therapeutic program for Head Start children. Year-end report. Institute for Family and Child Research, Michigan State University, East Lansing, Mich. 1970(ED 057 882),microfiche.

This year-end report traces the therapeutic unit developed under the auspices of Head Start for the education of atypical low income children who cannot be contained in regular Head Start classrooms. The program, presented to six pupils, was organized around three structural groupings: (1) total group activities; (2) sub-group activities; and (3) individual therapy.

Melcer, Donald. Results and implications of a Head Start classification and attention training program. Michigan State University, 1970. (ED 045 182), microfiche.

This report presents the results, statistical analysis and implications of classification and attention training curricula field tested with Head Start children by their teachers.

Melvin, Leland D. A study of Head Start programs in Indiana. Dissertation Abstracts International, 27 (10-A), 3269,1967, microfilm.

The purpose of the study was to determine the manner in which Head Start programs in Indiana were initiated, organized and administered.

Meyer, William J. & Egeland, Byron. Changes in Stanford-Binet IQ: Performance vs. competence, 1968 (ED 056 745), microfiche.

This evaluation of cognitive change in Head Start children focused on changes in performance as opposed to changes in competence; specifically, that Binet test performance improves as a function of experience with Binet examiners.

Mickelsen, Olaf, et al. The prevalence of anemia in Head Start children. Nutrition evaluation, 1968-1969. Merrill Palmer Institution, Detroit, Mich.; Michigan State University, East Lansing, Mich., Head Start Evaluation and Research Center, microfiche.

This study reports the prevalence of anemia among Head Start children in Pontiac, Mich. Seventy-seven children, 4 to 6 years old, were measured twice within a six-month period.

Mico, Paul R. A look at the health of Boston's Project Head Start children. The Journal of School Health, June 1966, 36 (6), 241-244, hard copy.

This article describes the health component in Boston's Head Start program including a profile of the children involved in the project.

MIDCO Educational Associates, Inc. Investigation of the effects of parent participation in Head Start, final technical report. Appendices to the final technical report, Sept., 1972a (ED 080 215; ED 080 218), microfiche.

This final report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Three types of parent participation were studied: (1) parents in decision-making roles; (2) parents in learner roles; and (3) parents as paid employees in Head Start programs. This report gives a summary of the project's methods and results, and includes the statistical data gathered from the 20 Head Start centers studied.

MIDCO Educational Associates, Inc. Perspectives on parent participation in Project Head Start: An analysis and critique, October, 1972b (ED 080 217), microfiche.

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Three types of parent participation were studied: (1) parents in decision-making roles; (2) parents in learner roles; and (3) parents as paid employees in Head Start programs.

This report is divided into two parts: (1) a discussion of the theoretical orientation behind the formation of Head Start, an examination of its history and development, and a description of parent participation in the program; and (2) a review of the literature of the past decade related to Head Start programs. Also included is a summary and analysis of the parent participation project research implications.

Miller, Arthur Wayne. A study of Head Start's influence on schema used in art by disadvantaged children. Dissertation Abstracts International, 31 (11-A), 5673, 1971a, microfilm.

The purpose of the study was to determine the influence of Head Start programs on schema used by disadvantaged children in their art work. A comparison was made of schema development on two-dimensional and three-dimensional art projects. One hundred fifty first grade children made up the sample.

Miller, Louise B. Experimental variation of Head Start curricula: A comparison of current approaches. Annual Report. Louisville University, June 11, 1969 (ED 041 618), microfiche.

In this study investigators made an experimental comparison of four curricula for Head Start classes.

Miller, Louise B. Experimental variation of Head Start curricula: A comparison of current approaches. Louisville, Kentucky, January 31, 1970a, (ED 041 617), microfiche.

This paper reports results of the first year of a 2-year comparative study of four curricula used for disadvantaged preschool children in Head Start.

Miller, Louise B. Experimental variation of Head Start curricula: A comparison of current approaches. Annual progress report. Louisville University, May 31, 1970b, (ED 045 196), microfiche.

In this study two major questions were raised in regard to four types of preschool programs. First, do programs differ in actual operation as well as descriptively? Second, so programs have significantly different effects on children?

Miller, Louise B. Four preschool programs; Their dimensions and effects. Public Health Service (DHEW), Washington, D.C., 1972. (ED 069 411), microfiche.

This is a progress report for an experiment begun in 1968 originally entitled "Experimental Variation of Head Start Curricula: A Comparison of Current Approaches."

Miller, Louise B. Situational determinants of behavior in preschool classrooms. A paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, July 16, 1975. (ED 115 401), microfiche.

This study examines the effect of classroom environment on Head Start, preschool and primary grade children.

Miller, Louise B. & Dyer, Jean L. Experimental variation of Head Start curricula: A comparison of current approaches--Oct. 31, 1970c. Progress Report No. 7, OEO #CG8199 (ED 053 814), hard copy.

Middle class children are compared to children from programs following DARCEE, Bereiter-Englemann, Montessori and traditional methods. Performance on a test battery is compared and statistics presented.

Miller, Louise B., et al. Experimental variation of Head Start curricula: A comparison of current approaches--Progress Report No. 9, March 1, 1971-May 31, 1971b (ED 053 814), microfiche.

This is a progress report of a study seeking to determine what differences in readiness existed in Louisville, Kentucky, children who had been exposed to various combinations of Head Start, Follow-Through, and regular kindergarten.

Miller, L. Keith, & Schneider, Richard. The use of a token system in Project Head Start. Journal of Applied Behavior Analysis. Fall 1970d 3 (3), 213-220, hard copy.

This study sought to develop a practical and effective method for teaching the beginning elements of handwriting in a Head Start program.

Mitchell, Ruth Smith. A study of the effects of specific language training on psycholinguistic scores of Head Start pupils. Dissertation Abstracts International, 28 (5-A), 1709, 1967, microfilm.

The study sought to determine whether or not a specific language development program conducted for a limited period of time has an appreciable effect in elevating the psycholinguistic performance of children enrolled in a summer Head Start program.

Mobile Head Start program for migrant children and parents. Final report and strategies for continuation activities. Southwest Educational Development Lab., Austin, Texas, 1974 (ED 052 864), microfiche.

This final report summarizes the program activities and resultant findings throughout the 18-month period of the implementation of a 1969 Mobile Migrant Project designed to serve a designated group of preschool migrant children. Major purposes of the program were to design instructional materials for use by migrant children, to collect and report information concerning the total migrant situation, and to propose strategies for amelioration of the educational handicap incident to migration, low economic standing, and cultural differences.

Molloy, Edward Thomas. An analysis of the long-range effects of Head Start summer programs on academic achievement in two central Texas school districts. Dissertation Abstracts International, 30 (2-A, 498,1969, microfilm.

This study compares the long-range academic achievement of two groups of disadvantaged children in two central Texas school districts. One of the groups consisted of pupils who participated in a 1965 summer Head Start program. The other group was composed of children who were eligible for Head Start, but who did not participate.

Monaghan, Anne Coolidge. An exploratory study of the match between classroom practice and educational theory: Models in Head Start planned variation. Cambridge: Huron Institute, August, 1973, microfilm.

The study explores the degree of implementation of ten preschool models in Head Start Planned Variation. Implementation was defined as the degree of match between classroom practice and educational theory. Instruments were designed and used to observe individual classes in which children were given achievement tests; the two sets of data were then compared.

Monaghan, Anne Coolidge. An exploratory study of the match between classroom practice and educational theory: Models in Head Start Planned Variations. Dissertation Abstracts International, 35 (12-A), 7789, 1975a, microfilm.

This thesis studied the degree of implementation of ten preschool models in Head Start Planned Variation to determine the degree of match between classroom practice and educational theory.

Monaghan, Anne Coolidge. Head Start Planned Variation in retrospect. Cambridge: Huron Institute, 1974a, hard copy.

This study examined the impact of Head Start Planned Variation by studying which aspects of each model continued to be implemented over time.

Monaghan, Anne Coolidge. Head Start Planned Variation evaluation instruments in the form of program descriptions. Cambridge: Huron Institute, 1975b hard copy.

This is a collection of evaluation instruments designed specifically to assess each Planned Variation model implementation.

Monaghan, Anne Collidge, and Lukas, Carol. The persistence of the Head Start Planned Variation experience. Cambridge: Huron Institute, 1974b, hard copy.

The purpose of this follow-up study was to measure model persistence in Head Start Planned Variation classrooms.

Morris, Vivian D. Factors related to parental participation in Project Head Start. Dissertation Abstracts International, 34 (8-A), 4576,1974, microfilm.

The purpose of the study was to identify factors, suitable for adjustment by educational personnel, which influence parent participation in Project Head Start. The parent participation at five centers was analyzed to determine the relationship of involvement to differences in program content and approach, incentives to parent participation, staff attitudes, and parental roles encouraged.

Mueller, Jeanne, and Morgan, Harry. Social services in early education: Head Start, day care, and early education schools, 1974 (ED 100 526), microfiche.

This paper presents some practical ideas for providing social services through local programs for young children. Identified and evaluated are educational, health, and social services and the efforts of the large national demonstration programs (including Head Start). This guide is designed for use by persons who must plan local programs, who must review proposals for such programs, and especially for people newly entering the social service professions who are particularly concerned with day care and early childhood education.

Mueller, E. Jane. The effects of father absence on work analysis skills among Head Start children. 1975 (ED 104 570), microfiche

The purpose of this paper was to determine if the absence of the father from the home can be considered as a cause of the level of development of word analysis skills in the children. Subjects were 314 Head Start students in 1968; data was collected on race, sex, perinatal complications, number of children in the family, father absence, and subjects' behavior.

Mundy, Michael Jerome. An analysis of an academically structured Head Start program for: (1) geographic, (2) academic treatment, and (3) high-low subjectability variables, Dissertation Abstracts International, 34 (5-A), 2395, 1973, microfilm.

This dissertation studied the effects of an academically structured Head Start program on four treatment groups. The Bereiter-Englemann method was used. Children were pre- and post-tested. Findings are reported on test scores.

Murphy, Richard F. Dental health status of Gulf Coast Head Start. Journal of the Alabama Dental Association, January 1974, 58 (1), 32-7, hard copy.

The purpose of this study was to determine the dental caries experience of Head Start children and their parents in the Gulf Coast areas of Alabama, Mississippi and Louisiana; and to determine if any relationship exists between these places of residence and caries experience.

Muse, Vernon C. An assessment of Head Start training on intelligence and achievement of a selected group of first grade students. Dissertation Abstracts International, 29 (6-A), 1724, 1968, microfilm.

This dissertation assesses the status of the selected educational characteristics of intelligence and achievement of 5-, 6-, and 7-year old children who attended the Head Start preschool enrichment program of the Starkville Public Schools during the summer of 1965, with a control group that did not participate in a preschool program.

Nalbandian, Myron K. Analysis of two curricula: Englemann-Becker and New Nursery School. Final Report. 1971 (ED 057 924), microfiche.

This is the final report of a project in which two curricula were analyzed for effectiveness with Head Start children over a period of 8 months, using both tests and unstandardized measures.

Nash, L. B. & Seitz, V. Long-term motivational-cognitive effects of day care. Elm Haven Day Care Center, New Haven, Conn., hard copy.

This study explored the effects of a specialized intensive Head Start day care program upon cognitive and motivational variables. In addition it sought to reassess the issue of long term effects through the use of a multiple-time-series design. Special attention was given to the interplay between motivational and cognitive variables and to the degree to which they may be differentially influenced by the day care experience.

A National survey of the impacts of Head Start centers on community institutions: May 1970--OCD, hard copy.

This report summarizes research to determine changes in local educational and health institutions relevant to the objectives of Head Start and what effect Head Start had on these changes. Further discussion describes the different impacts on community institutions of various Head Start approaches.

Nauta, Marrit J. Home Start evaluation study--field procedures manual, summative data collection. Abt Associates, Inc., Fall, 1974, hard copy.

This is a manual of field procedures prepared for the field staff of the National Home Start Evaluation Study.

Nazzaro, Jean, Head Start for handicapped--what's been accomplished? Exceptional Children, 1974, 41 (2), 103-106, hard copy.

This is a discussion of the accomplishments of Head Start in serving handicapped children, with emphasis on the issue of unnecessary labeling to fill "handicapped" spaces.

Neel, Ann F. Preschool education: Lessons learned--questions asked. Child Welfare, 1975, 54 (7), 487-494, hard copy.

This article is a discussion of the immediate and long term gains produced by compensatory education programs including Head Start.

Nelson, Linden, & Madsen, Millard C. Cooperation and competition in four-year-olds as a function of reward contingency and subculture, Developmental Psychology, 1969, 1 (4), 340-344, hard copy.

Cultural differences in cooperation and competition were measured in Negro and Caucasian pairs and between middle class and Head Start children.

Nelson, Pike C. A statistical analysis of San Diego summer Head Start children of seven variables. Dissertation Abstracts International, 28 (8-B), 3463, 1968, microfilm.

This study compared children in the San Diego Head Start program on seven variables: I.Q., ethnic origin, military status, economic status, intellectual appraisal, emotional appraisal and medical observations.

Nimnicht, Glenn. A preliminary report on an experimental training program for Head Start teachers and assistants. Far West Laboratory for Educational Research and Development, March, 1969. (ED 055 034) microfiche.

This report covers the evaluation of preliminary field testing of a 1-year experimental training program designed to reach a large number of Head Start teachers and teacher aides.

Nimnicht, Glen P. Overview of responsive model program. Far West Laboratory for Educational Research and Development, 1970a (ED 045 207), microfiche.

This is a description of the Responsive Model Program which assumes that the school environment should be designed to respond to the learner, and that school activities should be autotelic, or self-rewarding.

Nimnicht, Glen P. Preliminary analysis of 1968-69 Head Start data. Far West Laboratory for Educational Research and Development, July 23, 1970 b, (ED 045 203), microfiche.

In this study eight Head Start centers which used the Responsive Model Program during the 1968-69 school year were assessed to determine the cognitive development, teacher performance in the classroom, adequacy of facilities, administrative support and the interrelationships between these variables.

Nimnicht, Glen P. et. al., An experimental program: A three year report. The Far West Laboratory for Educational Research and Development, 1970c, hard copy.

This is an end of the third year report of an experimental training program for Head Start teachers and assistants using the Responsive model. Tables present data on pre and post observations of teachers.

Nimnicht, Glen P. et. al., Responsive model Head Start teacher training report. Far West Laboratory for Educational Research and Development, 1970d hard copy.

This report at the end of the third year of the Responsive Model Head Start teacher training project discusses procedures, problems, evaluation, conclusions and implications. Pre and post scores of observations of teachers are presented. Changes in average group PSI test scores for Head Start children relating to physical facilities, administration problems and year-end teacher performance are also presented, as well as pre and post scores for children on Caldwell Preschool Inventory.

Nir, Yehuda, & Eagle, Carol. Special considerations in the operation of a Head Start program by a community child guidance clinic. Journal of the American Academy of Child Psychiatry. 1970, 9 (2), 379-393, hard copy.

This is a discussion of a Head Start program operated by a community mental health center. The purpose of the project was to develop a program that could prepare disadvantaged children for more effective functioning in their later school careers. Three program components were: (1) a nursery school program geared toward poverty children; (2) involvement of the mothers in the educational process; and (3) provision of continuity from the Head Start program to the school and the community.

Nirk, G. Psychiatric contribution to compensatory education. Journal of the American Academy of Child Psychiatry. 1973, 12 (1), 93-107,

In this article, a preventive program designed to foster cognitive and emotional development of disadvantaged children is described.

Noland, Juanie Sue L. Self-concept and achievement of kindergarten and Head Start children. Dissertation Abstracts International, 32 (10-A), 5476, 1972, microfilm.

The purpose of this study was to determine if there existed a significant relationship between self-concept and achievement of a selected Negro Head Start children and white kindergarten children.

Nomland, Ella Kube, et al., Evaluating ourselves in Head Start. 1973 (ED 109 141), microfiche.

This Head Start evaluation system received input from Head Start staff and parents. The system includes evaluation schedules for 12 components (See ED 109 140 for components). The format is a four-point rating scale on which the evaluator reacts to a performance standard.

Norman, Guinevere Guy. Educational expectations and problems as perceived by Head Start parents and teachers. Dissertation Abstracts International, 32 (1-A), 100, 1971, microfilm.

The purpose of this study was to determine what Head Start parents and teachers expect each other to teach the Head Start child and to determine what parents and teachers see as their major problem in relation to the Head Start program.

North, A. Frederick, Jr. Project Head Start and the pediatrician. Clinical Pediatrics, 1967, 6 (4), 191-194.

This article is a commentary on the health programs offered by Project Head Start with recommendations for a closer relationship between health and education professionals.

Norton, Frances J. Oversocialization in the young culturally deprived child, Exceptional Children, 1969, 36 (3), 149-155, hard copy.

Observation of advanced social development in young culturally deprived children led to an examination of social maturity scores and intelligence scores in relation to each other and in relation to chronological ages of 99 Head Start children.

Norton, J.C., Versteeg, Arlen D., & Rogers, Cecil A. Discrimination learning, social class, and type of reward. Psychological Reports, December 1970, 27 (3), 803-805, hard copy.

A visual discrimination task was used to determine the effectiveness of verbal reward alone versus a combination of candy and verbal reward with children from a Head Start class.

Novak, Joseph Anthony. A study of selected Head Start planned variables approaches to preschool compensatory education, Dissertation Abstracts International, 36 (5-A), 2552, 1975, microfilm.

The purpose of this study of selected Head Start Planned Variation approaches was to determine how their philosophies, objectives, curricula, materials, teaching-learning strategies and theoretical frameworks compare with those of a quality preschool program.

Oakland, Thomas. The effects of test-wiseness materials on standardized test performance of preschool disadvantaged children. Journal of School Psychology, December 1972, 10 (4), 355-360.

In this study evidence was sought to test the claim that many young children lack the abilities prerequisite to taking standardized tests and, therefore, perform poorly.

Oakland, Thomas, et al., A comparison of performance on the WPPSI, WISC and SB with preschool children: Companion studies. Journal of School Psychology, 1971, 9 (2), 144-149.

> In this study data are analyzed from a comparison of performance of two groups on three standardized tests. One group was enrolled in a Head Start program. The other group attended a regular kindergarten.

O'Keefe, Ruth Ann. How about home as a place to start? Urban Review, 1973, 6 (5-6), 35-37, hard copy.

> This is a discussion of the various program components of Home Start.

Olivier, K. and Barclay, A. Stanford-Binet and Goodenough-Harris Test performance and Head Start. Psychological Reports, 1967, 20, 1175-1179.

> In this study the characteristics of the revised Standard-Binet and Goodenough-Harris protocols were investigated for 188 Head Start children.

Olson, Christine Marie. Nutritional and developmental status of native American Head Start children in Wisconsin, Dissertation Abstracts International, 36 (1-B), 169,1975, microfilm.

> In this study the growth status of Native American Head Start children was investigated. Current and past health status of each child was examined, as was the nutritional status by both biochemical and dietary methods. Another factor, parenting, was also studied.

Osborn, D.K. Some gains from the Head Start experience. Childhood Education, 1967, 44, 8-11.

> This is an early assessment of the gains resulting from Project Head Start.

Parents are needed, suggestions on parent participation in child development centers, Project Head Start. Office of Economic Opportunity, Washington, D.C. (ED 002 196), microfiche.

> This is a guide for Head Start Center staff to help them in setting up the parent involvement component of their program.

Parker, Harry J., Sternlof, Richard E., & McCoy, John F. Objective versus individual mental ability tests with former Head Start children in the first grade. Perceptual and Motor Skills, February 1971, 32 (1), 287-292, hard copy.

> The SRA PMA Test K-1 was administered to former Head Start children to determine if individual or objective mental ability tests provide more accurate information with culturally deprived children when they reach primary grades.

Parten. A training program for volunteers. Young Children, 1970, 26 (1), 27-33, hard copy.

This is a discussion of a training program which prepares mothers and grandmothers to work directly with children in Head Start classrooms in Los Angeles.

Payne, James Simeon. An investigation of the effect of a training program designed to teach parents how to teach their own Head Start children. Dissertation Abstracts International, 31 (11-A), 5890, 1971a, microfilm.

This study was designed to measure the effectiveness of a parent teaching program in teaching their own children. The effectiveness was determined by comparing cognition scores and achievement scores between children served in Head Start whose parents participated in a parent training program with Head Start children whose parents did not have an opportunity to participate.

Payne, J.S. & Mercer, C.D. Head Start--Tragicomedy with epilogue. New York: Behavioral Publications, 1973.

This book describes Head Start in operation with suggestions for improving certain program aspects.

Payne, James S., et al. Head Start: Yesterday, today and tomorrow. Training School Bulletin, May 1971b,68 (1), 23-48, hard copy.

This article provides a review of Head Start programs and the professional literature dealing with such programs. A chronology of events, descriptions of Head Start programs, analyses of Head Start curricula and an evaluation of Head Start programs are included.

Payne, James B., et al. Sex differences in reliability and congruent validity of Stanford-Binet short form and Peabody Picture Vocabulary Test. Psychological Reports, 1972, 31 (3), 934, hard copy.

This study examined the validity and reliability of both the Peabody Picture Vocabulary Test and the Stanford-Binet. Validity coefficients and test-retest reliabilities for boys and girls (separately) are provided.

Peck, Frederick Walter. Organizational activities and occupational roles: Facilitating the role acquisition of teacher aides in Head Start centers. Dissertation Abstracts International, 35 (2-A), 789, 1974, microfilm.

This study examined the work role acquisition of teacher aides in Head Start centers to increase the understanding of the role acquisition process and the function of the work setting as role facilitator. The motivation patterns of different centers were described.

Perlman, Nancy. What is health start? Profiles of selected projects. Washington: The Urban Institute, April, 1972 (ED 068 182), microfiche.

This contract report represents an effort to explain the operations of the Health Start projects by describing the experiences of eight of the 29 local projects organized in 1971. Each of the programs has the same objective: to increase the number of disadvantaged children receiving adequate medical and dental services, to develop methods of ensuring the delivery of health services in areas of limited health care resources, and to develop better methods of coordinating and using existing resources to provide health care to disadvantaged children.

Phillips, Bertrand P. Head Start parents in participant groups: III. Community trainer as link to social change. Journal of Applied Behavioral Science. April 1974, 10 (2), 259-263, hard copy.

The purpose of this research was to achieve harmony among child, family, parent group, Head Start, and school and to determine whether parent participant groups are effective in bringing this about.

Phillips, Clyde K., Jr. A comparative study of the effects of a Head Start Follow Through program and a kindergarten program upon the cognitive abilities and self-concepts of children from low socio-economic environments. Dissertation Abstracts International, 32 (7-A), 3629, 1972, microfilm.

This dissertation compares the development of cognitive abilities and self-concepts of pupils who participated in a Head Start Follow Through program as contrasted to those pupils who participated in a kindergarten program.

Pierce-Jones, John, & Jones, Joanna. Final report on Head Start evaluation and research: 1967-1968 to the Office of Economic Opportunity. Section I: Part B, Accuracy of self-perception among culturally deprived preschools. 1968a (ED 023 455), microfiche.

This final report summarizes a research study on self-perception among 70 culturally deprived preschool children (predominantly Mexican-American). During the course of a six week summer program, the children were split into two groups: (1) an experimental class with a low adult-child ratio; and (2) a regular Head Start class.

Pierce-Jones, John, et al., Final report on Head Start evaluation and research: 1967-68 to the Office of Economic Opportunity. Section I: Part A, Middle Class Mother-Teachers in an experimental preschool program for socially disadvantaged children. 1968b (ED 023 454), microfiche.

This final report evaluates a 1967 six-week summer preschool readiness program in which 43 Mexican-American and five Negro children were guided by either: (1) trained middle class mothers who taught in classrooms; or (2) "home acculturation groups" in which the child was instructed by the mother in her home. Data are presented to illustrate results of the pre- and post-testing.

Pierce-Jones, John, et al. Final report on Head Start evaluation and research: 1967-68 to the Office of Economic Opportunity. Section I: Parts A and B. 1968c (ED 023 457), microfiche.

This final report evaluates the research of two studies: (1) middle class mother-teachers in an experimental preschool program for socially disadvantaged children (ED 023 454); and (2) accuracy of self-perception among culturally deprived preschoolers (ED 023 455). Pre- and post-test data are presented.

Planning Research Corporation. Results of the summer 1965 project Head Start, Vols. I and II, May 6, 1966. (ED 018 250), microfiche.

An overall survey and analysis of the summer 1965 Project Head Start is presented in this final report. Data on children, parents, workers, programs, and communities involved in the summer 1965 Project Head Start have been collected and analyzed. Descriptions and evaluations of the participants, operations, and results of the program are presented in table form. Implications and recommendations for future planning, programs, and research are noted.

Pointer, Avis Yvonne. New professionals for public elementary schools: An analytical study of a college-based manpower training program for Head Start Follow Through staff. Dissertation Abstracts International, 35 (1-A), 107, 1974, microfilm.

The study evaluated the impact of a Federally funded manpower training program to determine the best possible program structure to promote gains in academic credits earned, job advancement, and salary increases.

Porter, Jean Tansey. An evaluation of the Head Start program in Calhoun County, Michigan, summer, 1965, with particular attention to school readiness. Dissertation Abstracts International, 29 (2-A), 418, 1968, microfilm.

The purposes of this thesis were to describe the initial Head Start program conducted during the summer of 1965 on a county-wide basis among school districts in urban and rural areas of Michigan, and to evaluate the effects of this program on the school readiness of disadvantaged children.

Porter, Para. Waco Head Start program. International Reading Association Conference Proceedings, Part 1: April 1968, 13, 312-18.

This article describes three Head Start programs in Waco, Texas.

Pratt, Grade K. Ethical imperatives for Head Start. Educational Forum, 1972, 36 (2), 215-19, hard copy.

This is a discussion of the ethical imperatives underlying Head Start. The author looks at Head Start philosophically and historically to determine the reasons for and goals of the program.

Proceedings: National Training Workshop on Head Start services to handicapped children. St. Louis, Mo., May 22-24, 1973. (ED 100 084), microfiche.

This is a report on the proceedings of the 1973 National Training Workshop on Head Start Services to Handicapped Children which focused on exchanging information concerning local implementation of a Congressional mandate to integrate handicapped children into the Head Start program.

Project Head Start and bibliography on early childhood. Washington: 1969; Project Head Start and bibliography on early childhood. Washington: 1970, hard copy.

This is a bibliography of early childhood literature.

Project Head Start: Achievements and problems. Office of the Comptroller General of the United States, May 20,1975; MWD 75-51, hard copy.

This is a report assessing Project Head Start in terms of: results (delivery of comprehensive services, educational gains, parent participation), services to the handicapped, and problems in administration. Conclusions and recommendations are made.

Project Head Start: An invitation to help Head Start Child Development Programs. Office of Economic Opportunity, 1965, hard copy.

This document is designed to help community groups organize and develop their own Head Start project.

Project Head Start--Dental Services--2A. DHEW Publication No. (OCD) 73-1008,1967a, hard copy.

This pamphlet is a guide to be used by child development centers in setting up a dental care program. It includes information on types of services, dental health education, and administration of dental health services program.

Project Head Start 1968a. The development of a program. Office of Child Development (DHEW), Washington, D.C. (ED 055 650), microfiche.

This report delineates a profile of Project Head Start as it was in 1968, and is based on data compiled from the Bureau of Census surveys. The report depicts the variety of children and their families being served, Head Start centers and their program components, and the characteristics of participating staff. Comments and recommendations have been built into the presentation of the data.

Project Head Start--Equipment and Supplies--9. U.S. Government Printing Office, 1969, 0-367-631, hard copy.

This pamphlet is a guide for choosing equipment and materials for use in Head Start programs. Some specific materials are recommended.

Project Head Start. Evaluation and Research Summary 1965-67. Office of Economic Opportunity, 1967b (ED 028 826), microfiche.

This is a description and summary of Head Start goals and activities for the period from 1965-1967.

Project Head Start--Health Services--2. DHEW Publication No. (OCD) 72-4, 1968b, hard copy.

This pamphlet is a guide for setting up Health Services. It includes administrative considerations, medical components (screening, examinations, treatment of defects, preventive measures, mental health, and speech, hearing and language) and dental components.

Project Head Start Medical--A guide for direction of child development centers. Office of Economic Opportunity, Washington, D.C., 1966 (ED 002 358), microfiche.

This is a guide to help Head Start Center staff in setting up the health component of their program.

Project Head Start--Nutrition education--3F. DHEW Publication No. (OHD) 75-1015, 1969c, hard copy.

This pamphlet provides ideas for nutrition education: basic guidelines, activities, recipes.

Public schools letting Head Start down? Los Angeles Times, March 26, 1974, Sec. 4, p. 1, hard copy.

In this article HEW official Raymond C. Collins is interviewed on the need to sustain educational gains made during preschool programs once pupils enter public school.

Pugnier, Vincent A. Dental needs of Minnesota's Head Start children. Northwest Dentistry. September-October 1974, 53 (5), 279-283, hard copy.

This paper reports the results of an oral hygiene survey of more than 1,000 Head Start children from 71 communities. The children were inspected for OHI-S and def. indices and placed in treatment priority groups.

Pytkowicz, A.R. and Seide, L. Children who failed Head Start. Mental Hygiene, 1968, 52, 386-394.

In this study the progress of 18 children who failed Head Start and participated in one of two types of summer Head Start programming was examined.

Quay, Lorence C. Language dialect, reinforcement and the intelligence-test performance of Negro children. Child Development, March 1971. 42 (1), 5-15, hard copy.

This study evaluated the influence of two factors, motivation and communication, on the intellectual performance of Negro preschool children. The effects of two types of reinforcement (candy and praise) and two methods of communication (standard English and the Negro dialect) on Stanford-Binet IQ scores and on responses to individual Binet items were investigated, using 100 four-year-old Negro Head Start children as subjects.

Raizen, Senta. Design for a national evaluation of social competence in Head Start children. Rand Corporation, Nov. 1974 (ED 104 569), microfiche and hard copy.

This volume specifies the design for a national evaluation of the effects of Head Start programs on the total child, defined in terms of his social competence. Included is a discussion on background information and an overview of the evaluation. Major recommendations and reactions focus on the definition of the term "social competence" and the independent variables involved, research design problems, projected outcome validity, and implications for black and Spanish-speaking children.

Ramsey, Phillip H., & Vane, Julia R. A factor analytic study of the Stanford-Binet with young children. Journal of School Psychology, 1970, 8 (4), 278-284.

This study is a factor analysis of the performance of 152 Head Start and nursery school children on the Stanford-Binet.

Raph, J.B. Language research study--Project Head Start. Development of methodology for obtaining and analyzing spontaneous verbalizations used by pre-kindergarten children in selected Head Start programs--A pilot study. Rutgers University, October, 1965 (ED 015 007), microfiche.

This study was designed to develop methodological approaches for obtaining and analyzing continuous expressive language samples used by pre-kindergarten children when they communicate with each other.

Rayder, N.F. Preliminary analysis on kindergarten and first grade: Follow Through test results for 1968-69. (Occasional Research Report No. 2), Far West Laboratory for Educational Research and Development, February, 1970a hard copy.

This paper describes the testing program and instruments used to measure changes in intellectual ability. Test results for each of the 10 (8 kindergarten, 2 first grade) classes are presented and discussed. This paper is part of the effort to evaluate the Responsive Follow Through model.

Rayder, Nicholas F., et al. Implementation of the responsive program: A report on four planned variation communities. 1973, (ED 085 102), microfiche.

This report describes and evaluates the implementation of the Far West Laboratory's Responsive Educational Program (REP) in four communities participating in the Head Start and Follow Through Planned Variation experiment. The purposes of the report are: (1) to evaluate a particular implementation effort; and (2) to devise a new framework for such an evaluation. Data tables are included as they relate to parents, child service, and the child.

Rayder, N. et al. Preliminary analysis of 1968-69 Head Start data. (Occasional Research Report No. 3), Far West Laboratory for Educational Research and Development, July, 1970b hard copy.

This preliminary analysis is on data collected to assess cognitive development of children, teacher's classroom performance and other variables, i.e.: physical facilities, administrative support. Data on these variables is presented.

Rayder, N.F. Responsive model Head Start teacher and teaching assistant year end survey 1969-70. Far West Laboratory for Educational Research and Development, 1970c, hard copy.

This paper reports on a questionnaire survey of Responsive Model Head Start teachers and teaching assistants. The purpose of the questionnaire was to evaluate the model and provide suggestions for improvement. Tables show: percentage of surveys returned, average number of hours per month program advisor spent in classroom, correlations between teacher and teaching assistants' responses.

Raymond, Ronald J., Jr. Skeletal age as a predictor of school readiness in "Project Head Start" children. Dissertation Abstracts International, 28 (3-B), 1207, 1967, microfilm.

The study investigates the use of skeletal age as a predictor of school readiness in a group of Head Start children. Investigation of four hypotheses served the purpose of attempting to relate skeletal maturation to a child's ability to assimilate and make use of kindergarten kinds of experiences, thus making him ready for the first grade. After X-rays were taken of the children, they were administered two cognitive tests. Correlations between the two were then made. The study also assessed the influence of Head Start on the relationships between maturation and readiness.

Reens, R. Head Start evaluation and research center progress report of research studies 1966-1967. Document 6. (ED 021 628), microfiche.

This is a report of research conducted to evaluate the effectiveness of a 12-week intervention program of individual instruction for disadvantaged preschool children.

Research Triangle Institute, Durham, N.C. A report on two national samples of Head Start classes: Some aspects of child development of participants in full year 1967-68 programs. Appendixes. Final report. 1972a (ED 091 443), microfiche.

This document is the appendix of ED 085 407 and contains six sections: (1) a summary of recommendations for a Head Start program; (2) Head Start Fact Sheet for FY '/1; (3) list of initial explanatory variables; (4) cross tabulations of child, family, and program variables; (5) gain score class averages for 1967-68 and 1968-69 program; and (6) relationships of child, family and program variables to gain scores.

Research Triangle Institute, Durham, N.C. Final report: A report on two national samples of Head Start classes--some aspects of child development of participants in full year 1967-68 and 1968-69 programs, appendices. December, 1972b (ED 085 407), microfiche.

This is a national report on the immediate changes associated with participation in full year Head Start programs. Some characteristics of children, their families, the programs they attended, and the relationship of these experiences to their development are covered and presented in tables. Major emphasis was placed on the child's cognitive and social development in the context of the classroom experience.

Rentfrow, Robert, & Durning, Kathleen. Use of three new instruments in a Head Start program evaluation. Psychology in the Schools, 1975, 12 (1), 34-39, hard copy.

This is a report of the use of two innovative classroom observation instruments and a new developmental test in an evaluation of a Head Start program. A total of 164 Head Start children were tested and observed to evaluate achievement in intellectual skills, societal arts and skills and language competence.

Rentfrow, R.K., et al. Intensive evaluation of Head Start implementation in the Tucson early educational model. Arizona Center for Educational Research and Development, August 1, 1972. (ED 071 778), microfiche.

This project report, part of the national Head Start Planned Variation Study, produced an intensive evaluation of program implementation in one field community using the Tucson Early Education Model (TEEM). Evaluation of six TEEM classrooms and two locally implemented comparison classrooms included a child data battery, classroom observation, situational tasks, ratings, and demographic

information. Analysis indicated that comparison groups were not optimally matched to TEEM children; comparison children were slightly older and performed better on pre-test. The difference in levels of inappropriate behavior during teacher absence between TEEM and comparison classrooms was significant. Also, TEEM classrooms had more child-initiated learning sequences combined with lower teacher-initiated learning sequences.

Responding to individual needs in Head Start. DHEW Publication No. (OHD) 75-1075 1974 (ED 101 844), microfiche.

This pamphlet explores ways to manage problems of meeting the needs of each child. Physical, cognitive, and emotional problems are looked at including medical information about childhood handicaps and health impairments. Materials and resources are discussed.

A review of research: Implications for the Head Start handicapped effort. Syracuse University, October, 1974. (ED 108 442), microfiche.

This report is a review of the research on early childhood and special education relevant to the development of Head Start services for handicapped children.

Rice, James A. Feasibility of perceptual-motor training for Head Start children--empirical test. Perceptual and Motor Skills, 1972, 34 (3), 909, hard copy.

This article reports a study in which different scores on the Bender-Gestalt for four Head Start children given experience in visual-motor activities suggested improvement over performance of controls without such experience.

Rice, James A. Head Start screening: Effectiveness of a teacher-administered battery. Perceptual and Motor Skills, April 1971, 32 (2), 675-678, hard copy.

This study examines the use of a battery of tests in screening Head Start children. A group of standardized tests designed to compare Head Start youngsters with age peers were assessed. Subjects were 133 Head Start children.

Rice, Robert Ray. The effects of Project Head Start and differential housing environments upon child development. Dissertation Abstracts International, 28 (6-A), 2358, 1967, microfilm.

This study examined the influence of the housing environment upon aspects of child development which are important for normal growth and progress in the public school. It also assessed the success of the Head Start program, and compared the influence of the home environment on the child's development once he had the opportunity of Head Start with those who had not had such an opportunity. An inspection and appraisal was made of the dwelling and physical environment of 208 preschoolers who were then given a test of achievement in attributes necessary for normal progress in school.

Riley, Mary Tom Mills. The effect of a training model for Head Start teachers and teacher aides of handicapped children on competency attainment. Dissertation Abstracts International, 35 (4-A), 2107, 1974, microfilm.

The purpose of the study was to determine the impact of a specific competency-based training model for Head Start teachers and teacher aides of handicapped children. Teacher performance on pre and post tests and a summary of participants' evaluation of the impact of the training are presented.

Rivlin, Alice M. and Timpane, P. Michael. Planned Variation in Education, Washington, D.C.: The Brookings Institution, 1975.

This book is a series of articles which were presented at a conference examining the planned variation programs. The Head Start Planned Variation experiment is described and evaluation findings are presented.

Robinson, H. B. Disadvantaged child. 3. Compensatory education--national debate. Social Work, 1972, 17 (2), 122-124.

This is a book review.

Robinson, R. E. First-grade reading instruction. Asheville City Schools, North Carolina, 1966 (ED 010 171), microfiche.

The major objectives of this study were to test the null hypotheses that there would be no significant differences in the change in reading achievement level of several varied groups of children including Head Start participants.

Robinson, Virginia Hope. A comparison of standard English patterns produced by Head Start participants and comparable children with no Head Start experience. Dissertation Abstracts International, 33 (3-A), 906, 1972, microfilm.

The study compared the use of oral language of very low SES Head Start children with that of a similar group of children with no preschool experience. The relationship of oral language usage to sex, ethnicity, and length of time in Head Start was analyzed.

Rocha, Ramon M. Head Start: Does it reduce the use of special education services in grades 1-3? 1974 (ED 096 012), microfiche.

This study was designed to: (1) investigate the use of special education in grades 1-3 by 48 children who had attended Head Start; (2) investigate the use of special education by a matched group who hadn't attended Head Start; (3) compare the differences between the two groups. The four special education services examined were: speech therapy, remedial reading, psychological services and classes for the educable mentally retarded.

Rocha, Ramon Michael. A follow-up study of 48 children who attended Head Start and their use of special education services in grades one through three. Dissertation Abstracts International, 34 (6-A), 3194,1973, microfilm.

The study compares the use of special education services, including speech therapy, remedial reading, classes for the mentally retarded, and psychological services, in grades one through three by 48 children who attended Head Start with the use of such services by 48 children who did not attend Head Start. The groups were matched on age, sex, years of school attendance, and reading and achievement scores.

Rockey, Randall Earl. Contrastive analysis of the language structures of three ethnic groups of children enrolled in Head Start programs. Dissertation Abstracts International, 31 (12-A), 6585,1971, microfilm.

The purpose of this study is to investigate the syntactic and morphological similarities and variances found in the language of three ethnic groups of disadvantaged four year olds.

Roettger, Doris. Effects of early intervention programs. 1974 (ED 098 526), microfiche.

This paper presents a discussion of the rationale for early intervention programs, including the critical role of early experiences and the prevalence of language deprivation among children from lower socioeconomic groups. The distinguishing characteristics of three structured curriculum models for early intervention are reviewed. Examples of experimental programs are described in relation to the curriculum models, and the goals and objectives of Project Head Start are described. The effectiveness of several programs with parental involvement is reviewed.

Ross, Alan O. Increasing verbal communication skills in culturally disadvantaged pre-school children. Final Report. State University of New York, Stony Brook, August, 1969 (ED 044 186), microfiche.

This study examines the results of a program of systematic language training administered to Head Start children.

Ross, Robert F. Pupil development survey of Project Head Start participants, Education, April-May 1972, 92 (4), 99-107.

The purpose of this survey was to assess the effect of Head Start on the children who participated in the program and the development of appropriate follow-up procedures for improving the value of the program to the participating children.

Rusk, Bruce A. An evaluation of a six-week Head Start program using an academically oriented curriculum: Canton 1967. Urbana Institute of Research for Exceptional Children, April, 1968 (ED 026 114), microfiche.

The purpose of this study was to discover whether children in a 6-week Head Start program would make greater cognitive gains in an academically structured curriculum than in a less structured one.

Ryan, Sally, Ed. Longitudinal evaluations, Volume I: A report on longitudinal evaluations of preschool programs. DHEW Publication No. (OHD) 74-24,1974, (ED 093 500), microfiche.

This document reviews the findings of relatively small, controlled, long-term evaluations of preschool programs in various parts of the country in an attempt to clarify unresolved issues arising from the Westinghouse Learning Corp. on the impact of Project Head Start. The report includes chapters on: (1) Head Start graduates in school; (2) impact of early education on disadvantaged children; (3) a five-year enrichment curriculum ranging from preschool - 3rd grade levels; (4) the Early Training Project; (5) effects of economic deprivation on nursery school performance; (6) the Kasnes' Preschool Program; (7) the Learning to Learn Program; and (8) the Ypsilanti Perry Preschool Project.

Salzer, Richard T. Care and education of the young child in "Six Crucial Issues in Education." National Association of State Boards of Education, Denver, Colorado. 1972 (ED 071 758), microfiche.

The topic of this chapter is early childhood education which includes a discussion of Head Start and compensatory education.

Sanders, Frank Jarman. A study of the impact of the Chattanooga Public Schools Head Start Follow-Through program, 1967-1970. Dissertation Abstracts International, 32 (1-A), 142, 1971, microfilm.

This report is an assessment of a Follow Through program. It breaks down the sample into four groups ranging in length of experience. One group includes children with Head Start experience. Pre- and post-scores were taken on the Metropolitan Readiness Test and the California Achievement Test battery.

Scarr, Sandra. Needed: A complete Head Start. Elementary School Journal, February 1969, 69 (5), 236-241, hard copy.

This is a discussion of the needs of culturally deprived children. Included are descriptions of biological deprivations associated with poor children, as well as descriptions of social deprivations.

Schaie, K. Warner. The 1965 Head Start psychological screening program. Final report on the data analysis. Virginia University, March, 1967. (ED 014 333), microfiche.

This report describes a psychological screening program employed in Head Start to detect children with unusually severe emotional problems and children who, because of their suspected retardation in intellectual development, might need special education facilities.

Scham, Max. Poverty, illness, and the Negro child. Pediatrics, 1970, 46 (2), 305-311, hard copy.

This is a discussion of the health problems of the poor and Project Head Start's role in alleviating some of them.

Scherl, Donald J. & Macht, Lee B. An examination of the relevance for mental health of selected anti-poverty programs for children and youth. Community Mental Health Journal, February 1972, 8 (1), 8-16, hard copy.

This paper reviews selected programs developed for poor children in order to examine their potential significance with respect to psychiatry and mental health. It conceptualizes the manner in which such programmatic interventions foster psychological growth and reach children who have been unreachable by more conventional mental health techniques. The paper develops a point of view which sees large-scale programs (e.g., Head Start) as phase-specific interventions having significant mental health relevance.

Scott, R. Home Start: Follow-up assessment of a family-centered preschool enrichment program. Psychology in the Schools, 1974a,11 (2), 147-149, hard copy.

This follow up assessment of a Home Start program reevaluates 44 pairs of subjects and their older siblings on the Primary Mental Abilities Test, approximately 19 months after the Home Start program was completed.

Scott, Ralph. Home-Start-family-centered preschool enrichment for black and white children. Psychology in the Schools, 1973, 10 (2), 140-46, hard copy.

This paper presents some results of a Home Start program that was designed as a total milieu effort to shape the interaction of children, families and community into a sequence of experiences conducive to physical, social, emotional and cognitive growth.

Scott, Ralph. Research and early childhood: Home Start project. Child Welfare, 1974b,53 (2), 112-19, hard copy.

This is a report of an experiment in early intervention to promote learning in deprived children. The discussion involves: (1) parental involvement in Home Start; (2) process of identifying vulnerable families and referral to community agencies, and (3) longitudinal statistics collected 19 months after completion of program.

Scruggs, Allie W. The effect of the Fall River and Lowell Head Start programs on behavioral characteristics associated with lower socio-economic class preschool children. Dissertation Abstracts International, 32 (4-A),1949, 1971, microfilm.

This dissertation evaluates the effectiveness of two Head Start programs in order to study their influence on certain behavioral characteristics that are common to members of the lower socio-economic class. The subjects were 42 children tested in three areas: cognitive, affective, and physical.

Seefeldt, Carol Ann. Teacher training experience, and education in relation to Head Start pupil achievement. Dissertation Abstracts International, 32 (11-A), 6277, 1972, microfilm.

The study examined the relationship between the number of years of formal education, the years of previous teaching experience, and the achievement of Head Start in one county in Florida. The effectiveness of teacher participation in early childhood in-service training programs as reflected in pupil achievement was examined.

Seefeldt, Carol. Who should teach young children? Journal of Teacher Education, Winter 1973, 24, 308-311, hard copy.

In an attempt to determine who should teach young children the author examined the effectiveness of Head Start teachers possessing differing degrees of formal education, prior teaching experience and completion of specific early childhood training programs.

Seham, Max. Poverty, illness, and the Negro child. Pediatrics, August 1970, 46 (2), 305-311.

This article outlines the health deficits among Negro children and points to Head Start as one effective means of improving the health status of these children.

Seitz, Elaine Keller. The relationship between cognitive abilities and impulse control in project Head Start children. Dissertation Abstracts International, 32 (10-B), 6061, 1972, microfilm.

The study tests whether the capacity for impulse control is related to an analytical approach in perception and in other aspects of intellectual functioning. The subjects are tested in three kinds of situations and behavior is analyzed for common underlying factors. The subjects are 47 children from a Head Start program.

Seitz, Victoria, & Abelson, Willa D. Effects of place of testing on Peabody Picture Vocabulary Test scores of disadvantaged Head Start and non-Head Start children. Child Development, 1975, 46 (2), 481-86, hard copy.

This article reports the significance of the overall testing environment as a factor influencing the test performance of disadvantaged children who had not attended a Head Start program.

Selected readings in early education of handicapped children. Council for Exceptional Children, Feb. 1974 (ED 091 884), microfiche.

This document presents 14 articles or monographs which focus on educational strategies involved in the integration of handicapped children into Head Start projects: two on classroom techniques, two on parent involvement, five on classroom planning and instructional strategies, four on staff training.

Sheldon, Bernice S. Head Start in Alaska. Young Children, September 1969, 24 (6), 329-33, hard copy.

This article describes Head Start in Alaska, including some examples from specific programs.

Sherman, Ann, & Payne, James S. Is Head Start dying? Training School Bulletin, August 1971, 68 (2), 113-120, hard copy.

In this article the problems faced by Head Start in the 70's are explained and analyzed. An analysis and overview is given of its extensions of Follow Through and Parent and Child Centers, of the Westinghouse Report, of the ETS-Head Start Longitudinal Study, and of experimental studies and projects on Head Start children.

Sherman, Lorraine Decantlice. Relationships between categories of organizational structure and dimensions of organizational climate in Head Start child development centers. Dissertation Abstracts International, 36 (6-A), 3314, 1975, microfilm.

The specific purposes of this study are: (1) to identify and measure the organizational climatic dimensions of the Head Start centers in the Mid-Atlantic region; (2) to identify and measure the organizational structural categories of the centers; (3) to test for relationships among the various dimensions of climate and categories of structure; and (4) to analyze the data, make conclusions and recommendations.

Shipman, V. L. Head Start evaluation and research center. The University of Chicago. Annual Report, 1966-67. November 30, 1967. (ED 023 445), microfiche.

This document contains six studies concerned primarily with the effect of maternal influences and attitudes on preschool children.

Shipman, Virginia C. Technical Report Series, December 1972 (ED 081 812), microfiche.

This volume consists of a series of technical reports on each of the individual test measures administered in both years one and two of the Longitudinal Study of Disadvantaged Children and their first school experiences. Background information, task description, and sample performance are but a few of the features included in each report.

Shipman, Virginia C. Structural stability and change in test performance of urban preschool children, 1972 b, (ED 078 011), microfiche.

This is the eighth report describing the progress of the ETS-Head Start Longitudinal Study which began in 1969 with the collection of data on over 1800 children ranging from four through eight years of age. This report describes: (1) interrelationships among certain cognitive, perceptual, and personal-social behaviors of the children in the first two years of the study; and (2) similarity of the structural findings obtained in both years. Tables and statistics are provided which indicate the composition of the sample, and analyses of the test data (including comparisons by major subject classifications).

Shipman, Virginia C. Demographic indexes of socio-economic status and maternal behaviors and attitudes. June, 1972 (ED 069 424), microfiche.

This research report, part of a Head Start longitudinal study on disadvantaged children and their first school experience, provides: (1) a description of interrelationships among certain demographic indices, maternal attitudes, and behaviors reported in the parent interview; and (2) plans for obtaining a reduced set of scores suggested by the results of the structural analysis.

Shipman, Virginia. Disadvantaged children and their first school experience: ETS-Head Start Longitudinal Study. Preliminary description of the initial sample prior to school enrollment. Summary Report, 1971a,(ED 084 040), microfiche.

This report is a summary statement about a broad-based longitudinal study being conducted by Head Start, concerning the effects of early school experiences on over 1,800 disadvantaged children, ages four to eight, and their families who live in four poverty areas. The report includes a description of the children, families, communities involved in the study, and also a discussion of preliminary findings and their implications. Variables measured are cognitive, social, personal, and physical development characteristics.

Shipman, Virginia C. Structure and development of cognitive competence and styles prior to school entry, September, 1971b (ED 068 522), microfiche.

This report of a Head Start longitudinal study analyzes the interrelationships among individual measures of the child's performance prior to school entry, accompanied by brief descriptions of the tasks and the scores used. In particular, this report focused upon the interrelationships among certain cognitive, perceptual, and personal-social behaviors of the children, aged four, in the first year of the study as assessed by the initial test battery. Tables are given on sample and family characteristics, and distributions of test results.

Shipman, Virginia C. Disadvantaged children and their first school experiences. ETS-Head Start Longitudinal Study, 1970, hard copy.

These booklets are preliminary descriptions of the initial sample prior to school enrollment. The study intends to include children ages 4-8. The study plans to determine cognitive, personal, social, and physical characteristics of 'disadvantaged' children prior to formal education and relate this to outcomes in primary grades after compensatory preschool experience.

Shure, Myrna B. & Spivack, George. A preventive mental health program for four-year-old Head Start children, 1973 (ED 076 230), microfiche.

This report traces a study conducted to aid the child in thinking for himself of ways to solve his own interpersonal problems and in implementing his decisions in behavior. Teaching focused on certain specific elements of language and cognition needed to solve problems and on ways to use these skills in solving real interpersonal problems.

Sipes, William H., Jr. A study of the relationship between selected variables and attitudes of Head Start personnel in Iowa. Dissertation Abstracts International, 28 (9-A), 1969, microfilm.

The study examined the attitude of Head Start staff members toward the financially disadvantaged. The purposes of the study were: (1) to provide data for the formulation of a more knowledgeable basis for recruiting and selecting personnel for educational programs specifically designed for disadvantaged children; and (2) to provide data with implications for use in formulating sound training programs. Attitudes of the Iowa Head Start program staff (Summer '65) were examined to determine: (1) the relationships between attitudes and selected demographic characteristics (age, sex, level of education, position, income, etc.); (2) if workers view the disadvantaged child as being "different" from most children of the same age; and (3) changes between first and second administration of the attitude scale.

Smith, Clare Coe., et al. Head Start curriculum guide,1971 (ED 069 362), microfiche.

This book is one of a series of guides for preschool teachers and aides. It offers a Head Start curriculum guide to help achieve goals regarding social behavior, general attitudes, academic skills, health and parent development.

Smith, Marshall, & Bissell, Joan S. Report analysis: The impact of Head Start. Harvard Educational Review, 1970, 40 (1), 51-104, hard copy.

The authors present a history of Head Start and of the Westinghouse-Ohio national evaluation. Questions are raised of the sampling procedures used in the study, and the results of a re-analysis are presented. Policy implications are discussed, focusing on the relationship between program evaluation and public policy.

Smith, Marshall S. Some short term effects of project Head Start: A preliminary report on the second year of planned variation, 1970-71. Cambridge: Huron Institute, August, 1973.

This report investigated the short term effects of Head Start on children, as well as, the differences between the effects on children of a Head Start Planned Variation experience and a conventional Head Start experience.

Smith, Merle. Head Start program, Pontiac School District, 1970-1971 evaluation report. (ED 063 023), microfiche.

This is an evaluation report of the Head Start program conducted for a period of 32 weeks within the Pontiac School District. A description of the program is given, as are the results of a pre-post administration of a preschool inventory.

Smith, Sara Dawn Mitcham. An analysis of self-developmental behavior patterns of preschool children in planned variation in Head Start. Dissertation Abstracts International, 33 (10-A), 1973, microfilm.

This study was concerned with the relationships of learning environment and programmatic approaches to social-personal behaviors of children in Planned Variation in Head Start. The question which guided the investigation was: Is the degree of teacher direction or child selection of activity related to positive changes in behavior in the preschool child in Planned Variation.

Sontag, Marvin, & Sella, Adina. The effect of Head Start training on the cognitive growth of disadvantaged children. Journal of Educational Research, May 1969, 62 (9), 387-389, hard copy.

Subjects were given the Stanford-Binet Intelligence Test and the Caldwell-Soule Preschool Inventory to measure the effects of Head Start on their cognitive development.

Speech, Language and Hearing Program: A guide for Head Start personnel, 1973 (ED 077 584), microfiche.

This guide is designed to assist Head Start personnel in effectively approaching communication problems of children and encompasses speech, language and hearing problems.

Spicker, Howard H. The influence of selected variables on the effectiveness of preschool programs for disadvantaged children, 1969 (ED 049 835), microfiche.

This paper (presented at the 1969 Head Start conference) identifies some variation among experimental programs and discusses the manner in which such variations seem to affect a program's success. An in-depth analysis of a few major preschool intervention studies is made in terms of four pertinent variables: (1) curriculum model; (2) home intervention; (3) age at intervention; and (4) duration of intervention. A few general observations and speculations are made about other variables which appear to affect the outcome of preschool interventions.

Spicker, Howard H. Intellectual development through early childhood education. Exceptional Children, May 1971, 37 (9), 629-640, hard copy.

This is a discussion of Head Start and other early childhood intervention programs. This article identifies some of the critical variations among preschool programs and discusses the manner in which such variations seem to affect the intellectual development of disadvantaged or culturally different children.

Springle, Herbert A. Who wants to live on Sesame Street? Learning to Learn, Inc. Jacksonville, Florida (ED 066 221), microfiche.

In this article two studies of the effects of Sesame Street are presented. Head Start children served as subjects for the studies.

The staff for a child development center, Project Head Start. Office of Economic Opportunity, Washington, D.C. (ED 002 194), microfiche.

This booklet contains guidelines for the sources, recruitment, training and type of staff needed to run a Head Start center.

Stanford Research Institute. Implementation of planned variation in Head Start: Preliminary evaluations of planned variation in Head Start according to Follow Through approaches (1969-1970), May 1971 (ED 052 844), microfiche.

This is a First Year Report of the implementation of Planned Variation in Head Start. To evaluate the Follow Through portion of the Planned Variation program (1967-70), 8 distinct approaches are studied.

A statement on policy recommendations on the handicapped effort in Head Start. Syracuse University, October, 1974. (ED 108 444), microfiche.

This statement on policy recommendations to the Office of Child Development concerns the response of Head Start programs to Federal legislation requiring that 10 percent of their enrollment must be reserved for handicapped children.

Stearns, Marian S. Classroom observation study of implementation in Head Start Planned Variation, 1970-1971. Final Report, Stanford Research Institute, August, 1973. (ED 093 479), microfiche.

This report presents the findings from an evaluation of the classroom processes of the twelve Planned Variation sponsors.

Stearns, Marian S. Report on preschool programs: The effects on disadvantaged children and their families (final report). Office of Child Development, 1971 (ED 062 025), microfiche.

This is the final report of an examination of the effects of preschool programs on disadvantaged children and their families. Findings are presented concerning: intellectual and social behavior changes in children and parental attitude changes related to parent participation.

Stedman, James M. Teacher perception of behavioral adjustment as a function of linguistic ability in Mexican-American Head Start children. Psychology in the Schools, 1973, 10 (2), 221-226, hard copy.

This study investigated relationships between bilingualism and teacher perception of adjustment as expressed in teacher rating scales. The sample consisted of 134 Mexican-American children evaluated in terms of behavior (Classroom Behavior Inventory) and language ability (tests of basic competence in English and Spanish.)

Stedman, James M. & Adams, Russell L. Achievement as a function of language competence, behavior adjustment, and sex in young disadvantaged Mexican-American children. Journal of Educational Psychology, 1972 63 (5), 411-7, hard copy.

This study investigated language competence, behavioral adjustment and sex as predictive of first-grade achievement in disadvantaged Mexican-American children enrolled in Head Start programs.

Stephens, Mark W. Effects of type of preschool experience and socio-economic class on academic achievement motivation. Final Report. Purdue Research Foundation, Lafayette, Indiana, August, 1973a(ED 116 777), microfiche.

This is a report of four experiments designed to identify socioeconomic differences in preschool locus of control. Head Start participants served as subjects.

Stephens, Mark W. & Delys, Pamela. External control expectancies among disadvantaged children at preschool age. Child Development, 1973b, 44 (3), 670-674, hard copy.

In this study internal-external control expectancies of disadvantaged preschool children in Head Start classes were compared with those of middle class children using the Stephens-Delys Reinforcement Contingency Interview.

Stephens, Mary Irene Cattran. Elicited imitation of selected features in Black English and standard English in Head Start children. Dissertation Abstracts International, 33 (2-B), 942, 1972, microfilm.

This dissertation investigated the bidialectal imitative facility (i.e., facility in both Black English and standard English) of Black, White, and Latin Head Start children.

Stern, Carolyn. Identification of preschool children with emotional problems. California University, Center for Research in Early Childhood Education, 1972 (ED 069 380), microfiche.

This study was designed to assess the extent of emotional disturbance among Head Start children and to provide a consistent basis for selection of therapeutic intervention as indicated.

Stern, Carolyn. Maximizing the value of evaluation for the Head Start teacher. Final Report. 1969 (ED 041 631), microfiche.

This final report examines a study designed to determine the effects of systematic evaluation feedback to teachers. Variables investigated include the development of more favorable teacher attitudes, and greater cognitive gains for children of teachers who receive feedback.

Sternlof, R. E., Parker, H.J., & McCoy, J.F. Relationships between the Goodenough DAM Test and the Columbia Mental Maturity Test for Negro and white Head Start children. Perceptual and Motor Skills, 1968, 27 (2), 424-426, hard copy.

This study investigated the Goodenough Draw-A-Man Test and the Columbia Mental Maturity Test in a bi-racial group of Head Start children. The purpose of the study was to assess their usage with deprived children.

Sulzer, Jefferson L. Behavioral data from the Tulane Nutritional Study. A paper presented at the meeting of the American Association for the Advancement of Science, December 29, 1970 (ED 043 375), microfiche.

This paper presents the first segment of the Tulane Nutrition Study whose research is based on an extensive analysis of psychological and nutritional data gathered on children who attended five 6-week Head Start programs.

Syracuse University, N.Y., Division of Special Education and Rehabilitation. Assessment of the handicapped effort in experimental regular Head Start and selected other exemplary pre-school programs serving the handicapped, Vol. I., Oct. 1974a (ED 108 440), microfiche.

This document reports on site visits to 52 regular Head Start programs, 14 experimental programs and 10 non-Head Start programs which were conducted to evaluate the response of Head Start programs to a 1972 Federal mandate requiring at least 10% enrollment of handicapped children.

Syracuse University, N.Y., Division of Special Education and Rehabilitation. Costs in serving handicapped children in Head Start: An analysis of methods and cost estimates. Final report. Sept., 1974b (ED 108 443), microfiche.

This evaluation of costs of serving handicapped children in Head Start was based on information collected during on-site visits and from questionnaires completed by grantees and delegate agencies. Data regarding current and projected expenditures were obtained. Evaluations of the methods of recording cost information are included.

Syracuse University, N.Y., Division of Special Education and Rehabilitation. A review of research: Implication for the Head Start handicapped effort. October, 1974c(ED 108 442), microfiche.

This study reviewed research in early childhood and special education said to have potential relevance for the development of Head Start services for handicapped children. The two main areas of concern were: preschool intervention programs, and critical issues affecting the development of Head Start services for handicapped children.

Syracuse University, N.Y., Division of Special Education and Rehabilitation. A statement on policy recommendations on the handicapped effort in Head Start, October, 1974d (ED 108 444), microfiche.

This statement to OCD concerns the response of Head Start programs to Federal legislation requiring 10% enrollment of handicapped children. Ten major conclusions are cited.

Systems Development Corporation. Effects of different Head Start program approaches on children of different characteristics, report on analyses of data from 1966-67 and 1967-68 national evaluations. Technical Memorandum (TM-4862-001/00), August 29, 1972 (ED 072 859), microfiche.

The second of two reports on a national evaluation of the immediate effects of Head Start describes the characteristics of the children, families and programs. No control groups were used, comparisons were made within the Head Start sample to see what kinds of classrooms work best with what kinds of children.

Systems Development Corporation. Effects of different Head Start program approaches on children of different characteristics: Report on analyses of data from 1968-1969 National Evaluation (TM-4862/000/01), March 15, 1972 (ED 072 860), microfiche.

The first of two reports of a national evaluation of the immediate effects of Head Start describes the children, the families and the programs. The study identifies changes associated with Head Start participation and the conditions under which these changes were greatest.

Tawney, James W. Training letter discrimination in four year old children. Dissertation Abstracts International. 30 (3-A), 1030-1031, 1969, microfilm.

The purpose of this study was to compare the effect of two training procedures on subsequent letter discrimination in four year old children enrolled in a summer Head Start program.

Teasdale, G.R. Compensatory education. Australian Psychologist, 1974, 9 (1), 86-87.

This is a book review.

Temp, George & Anderson, Scarvia B. Project Head Start--Summer 1966, final report, Section Three, pupils and programs. Princeton: Educational Testing Service, 1966. (ED 018 248), microfiche.

This final report summarizes Head Start research conducted on 79 classes (about 1,000 students) which were part of the 1966 summer Head Start program. General performance changes were assessed in the pupils through a pre- and post-test administration. Tables are included which detail test results, pupil/teacher characteristics, class variation, parent characteristics, etc.

Tenbrink, Gerrit. The role of the child development teacher under Project Head Start as perceived by the curriculum directors and the child development center teachers. Dissertation Abstracts International, 27 (9-A), 2812, 1967, microfilm.

The purpose of the study was to identify the role of the teacher in the child development center under Project Head Start as perceived by (1) the curriculum directors of the training institutions; and (2) a random sample of child development center teachers employed during the summer of 1965. The two perceptions were then compared. Questionnaires were used to assess attitudes. The role of the teacher was considered in the following five categories: (1) administration; (2) supervision; (3) counseling; (4) public relations; and (5) isntruction.

Terry, Gwenith Land. Parent participation in decision-making in year round Head Start as a predictor of reading readiness. Dissertation Abstracts International, 31 (9-A), 4394, 1971, microfilm.

The study sought to determine whether differences in the level of parent participation in decision making in Project Head Start, or differences in opportunities offered for such participation, could be employed to partially explain differences in reading readiness scores of children.

Thomas, Stanley B., Jr. Providing services to children: The role of the Office of Human Development in child advocacy. September 13, 1974. (ED 099 120), microfiche.

This speech describes the role of the Department of Health, Education, and Welfare and the Office of Human Development in providing services to children and emphasizes the need for nongovernmental groups to aid in child advocacy. Project Head Start is discussed in this context

Thomson, Carolyn L. & Cooper, Margaret L. The modification of teacher behaviors which modify child behaviors. Progress Report. Kansas University. Head Start Evaluation and Research Center, August, 1969 (ED 042 499), microfiche.

This study of behavior modification training examined the effect of frequent feedback to reinforce a teacher's attending to appropriate child behaviors. Two Head Start teachers were selected as subjects.

Thorndike, Robert L. Head Start evaluation and research center. Teachers College, Columbia University. Annual Report. September 1966-August 1967. November 30, 1967. (ED 020 781), microfiche.

This is a report of evaluation data gathered on 162 children in 23 classes in nine Head Start centers.

Thursby, Marilyn Pearcy. Effects of Head Start and Follow Through on dependency striving, dependency conflict, and autonomous achievement striving. Dissertation Abstracts International, 32 (2-A), 801, 1971, microfilm.

This study examined the effects of variation in length of preschool experience on selected behavior patterns in first grade disadvantaged children. Measures and predictions of dependency striving, dependency conflict and autonomous achievement striving were utilized.

Toll, Sherran. Pre-Kindergarten Head Start year end report 1974-1975. Philadelphia School District, July 1975 (ED 117 127),microfiche.

This report describes the Philadelphia pre-Kindergarten Head Start program whose approach stresses an interacting and multidisciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person.

Torczyner, James Leslie. Marin Head Start: A case study in community control. Dissertation Abstracts International, 34 (11-A), 7335,1974,microfilm.

This study examines a series of related assumptions and theoretical propositions regarding the effects of community control on educational performance. Two Head Start programs in Marin County are compared. One was operated by parent board members and the other was administered by the public school system.

Turner, Robert Edward. Academic benefits accruing to Head Start participants through grade three in an eight-county area of Southeast Arkansas. Dissertation Abstracts International, 32 (1-A), 146,1971, microfilm.

The aim of this study was to determine if academic benefit accrued to culturally deprived children as a result of their having participated in a summer Head Start program. A total of 553 students were tested using the SRA Primary Mental Abilities Test.

Unikel, Irving P. Learning of culturally disadvantaged children as a function of social and tangible reward. September, 1968. (ED 026 419), microfiche.

The purpose of this study was to examine the relative effectiveness of tangible and social rewards upon the performance of a simple discrimination learning task by culturally disadvantaged children. The subjects were 144 Head Start participants.

Van De Riet, Vernon & Van De Riet, Hani. A sequential approach to early childhood and elementary education, Phase I. University of Florida, December, 1969 (ED 042 517).

This is a progress report on a project designed to: (1) implement a 3-year and a 4-year sequential curriculum based upon developmental

concepts; (2) change the traditional roles of the teacher and student; (3) accommodate children's individual learning rates; (4) promote parental involvement; and (5) evaluate the children extensively. Experimental groups of 4- and 5-year olds were exposed to the sequential curriculum while the controls entered a traditional preschool or kindergarten. Tables and charts on various test results are included.

Van De Riet, Vernon, Van De Riet, Hani, & Resnick, Michael B. A sequential approach to early childhood and elementary education, Phase II. University of Florida, December, 1970a(ED 047 791), microfiche.

This report is the 2-year follow-up evaluation of a proposed 4-year grant, studying the effects of a sequential learning program on 86 4- and 5-year old disadvantaged children. Experimental and control groups were tested on measures of intelligence, psycholinguistic ability, visual motor ability, primary mental ability, readiness, and achievement. Pre- and post-test comparison tables are included, as well as individual raw data.

Van De Riet, Vernon, & Resnick, Michael B. A sequential approach to early childhood and elementary education, Phase III, University of Florida, December, 1970b(ED 067 150), microfiche.

This project report investigates the effects of two or three years of a sequential educational intervention program on culturally deprived children, separated into two groups of 4-year olds and two groups of 5-year olds. One group of each age level entered the Learning to Learn program while the other group attended traditional day care centers or kindergartens, respectively. Comparisons were made after each year of the program. Tables are given which indicate the degree of differences among groups.

Van De Riet, Vernon, & Resnick, Michael B. A sequential approach to early childhood and elementary education, Gainesville, Florida, 1973 (ED 085 101), microfiche.

This evaluation report consists of a description and longitudinal analysis of the long term educational impact of the Learning to Learn Program on children from poverty backgrounds. The program is based on the principle that child's development follows an orderly sequence of growth from motor to perceptual to symbolic stages. Data tables and graphs are included.

Van Etten, Carlene, Comp. Directory of Head Start instructional materials. Council for Execptional Children, Reston, Va., Head Start Information Project, 1974 (ED 091 882), microfiche.

This annotated bibliography contains approximately 71 listings of instructional materials for Head Start teachers serving handicapped children.

Vane, Julia R. Importance of considering background factors when evaluating the effects of compensatory education programs designed for young children. Journal of School Psychology, Winter 1971, 9 (4), 393-398.

This is a report of a study in which a comparison was made of the intelligence and achievement of three groups of disadvantaged Negro children. One of the groups attended a summer Head Start program.

Vingoe, Frank J. Note on psychological screening of preschool children. Perceptual and Motor Skills, 1969, 29 (2), 661-662, hard copy.

In this article data obtained from a group of Head Start children are presented and a screening battery for preschoolers and a parent interview are suggested.

Vogt, Leona, & Wholey, Joseph. Health Start: Final report of the evaluation of the first year program. The Urban Institute, Sept. 29, 1972 (ED 071 760), microfiche.

This is the final report evaluating a demonstration program building on the health experience in the Head Start program. Siblings of Head Start children, as well as other disadvantaged children 0-6 years of age were served by the project. Data are presented in tables to indicate performance of various components of the program.

Vogt, Leona M., et al., Health Start: Final report of the second year program. Health Start: Final report of the second year program and Appendices to Health Start: Final Report of the Evaluation of the second year program. The Urban Institute, December 1973a(Urban Institute Working Paper 964-6). (ED 092 235), hard copy.

This report details the history and characteristics of the Health Start program, explains the evaluation design, describes the background and health characteristics of approximately 10,000 children enrolled in the program, and delineates the conclusions and recommendations emerging from the evaluation.

Vogt, Leona M. et al. Health Start: Summary of the evaluation of the second year program. The Urban Institute, December 1973b(Urban Institute Working Paper 964-5). (ED 092 236), microfiche.

The final report of the Health Start evaluation of the second year program is presented in three separate documents. This paper presents an overview of the Urban Institute's evaluation of the Health Start program and covers two broad areas: health service coordination and health service delivery. Also presented is an overview of the health service component of the Health Start program.

Volunteers in the child development center program, 1972, (ED 077 581), microfiche.

This manual makes suggestions for expanding and improving the volunteer participation in all local Head Start programs. Official policies concerning use of volunteers in the Head Start program are noted. Guidelines for developing a volunteer program are provided.

Vukelich, Carol. Language growth in Head Start children, Exceptional Children, 1974, 41 (3), 197-199, hard copy.

This article reports the use of a prescribed language process to enhance the linguistic development of young children. The program focused on helping low income mothers acquire a process through which they could help their children use their linguistic system to label, relate and categorize the objects and experiences in their environment.

Vukelich, Carol Palm. Language growth in Head Start children through verbal interaction with mothers trained in a prescribed language process. Dissertation Abstracts International, 33 (5-A), 2093, 1972, microfilm.

The purpose of this study was to develop and test a mother-child language interaction process for use with lower socioeconomic mothers of young children.

Walker, Debbie Ramsey, Bane, Mary J. & Bryk, Tony. The quality of the Head Start Planned Variation data, Vol. I (1-269), Vol. II (270-547), Huron Institute, Aug. 30, 1973. (ED 082 856; ED 082 857), microfiche.

This publication, the first of two volumes, describes the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation. Part I discusses the issues involved in evaluating the data, and summarizes findings. Part II contains technical reports on 12 of the individual measures used in the evaluation. There is a description of each measure's reliability, validity, and other technical qualities. Judgments on the usefulness of the measures are presented, as are data tables.

Volume II continues the descriptions of the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation Study. Included is a detailed examination of each measure, a discussion of the theory behind it, and a review of the available data on the measure's reliability, validity, and other technical qualities. The last half of the document contains appendices relating to the procedures used in examining the quality of the data. Data tables are included.

Waller, David A. A follow-up study of intelligence changes in children who participated in Project Head Start. Johns Hopkins University, 1966. (ED 020 786), microfiche.

This is a report of a study to assess the value of a 1965 Summer Head Start program in Baltimore.

Walls, Richard T. & Rude, Stanley H. Exploration and Learning-to-Learn in disadvantaged preschoolers. (ED 073 847), 1972, microfiche.

This is the report of a study which assessed the contribution of different novelty pairings and reward types to exploration behavior across three successive discrimination learning problems, using Head Start subjects.

Walsh, John F. Effectiveness of the Frostig program for visual perception training with Head Start children. Perceptual and Motor Skills, June 1971, 32 (3), 944-946, hard copy.

This study sought to determine whether the visual perceptual function of children enrolled in a summer Head Start program could be improved by a systematic training program in visual perceptual skills.

Walsh, John F. Performance of Negro and Puerto Rican Head Start children on the Vane Kindergarten Test. Psychology in the Schools, October 1971, 8 (4), 357-358, hard copy.

This study sought to evaluate the performance of Negro and Puerto Rican Head Start children on the Vane Kindergarten Test. The purpose of the study was to determine whether there are differential patterns as a consequence of age, race, and sex. The data provided a context in which to assess the differential abilities of Negro and Puerto Rican Head Start children on verbal and performance tasks.

Ward, William C. Development of self-regulatory behaviors, May 1973a(ED 079 414), microfiche.

This is the project report of a three-year longitudinal study conducted with 895 Head Start children to examine the development of self-regulatory abilities during the preschool years. Two cognitively based measures of self-regulatory behavior were administered. Test results are illustrated in tables.

Ward, William C. Correlates and implications of self-regulatory behavior. September, 1973b(ED 087 565), microfiche.

The purposes of this study were to explore the effects of certain experimental variables on the development and integration of self-regulatory behaviors, and to examine the nature of developmental stability and change in self-regulation during the preschool years. Four distinct series of analyses were undertaken, the results of which are demonstrated in tables.

Ward, William C. Disadvantaged children and their first school experiences. ETS-Head Start Longitudinal Study: Development of self-regulatory behaviors. Educational Testing Service, May, 1973c(ED 079 414), microfiche.

This is a report of a three-year longitudinal study conducted with 895 Head Start children to examine the development of self-regulatory abilities during the preschool years. The purpose was to discover, given the behaviors measured, whether there is a convergent and discriminant validity for the existence of one or more dimensions of self-regulatory behaviors during this period.

Warner, Donna, McClellan, Keith & Warner, W. David. Management information system for the Parent-Child Center Program user's manual. Cambridge: Abt Associates, Inc., Oct. 20, 1972, AAI Report No. 73-18 (ED 085 877), microfiche.

This manual describes procedures for collecting, recording, and reporting critical information necessary to the making of key management decisions for Parent-Child Centers as well as for the Parent-Child Center program. Two sections are discussed: (1) data collection and record keeping procedures which would establish a uniform data base for all Parent-Child Centers; (2) procedures for submitting required quarterly reports which provide information on local program characteristics, services to participants, and operating costs.

Washington, Dorothy Jean. The relationship of the self-concept and other predictive variables to academic readiness of kindergarten and Head Start enrollees. Dissertation Abstracts International, 35 (5-A), 2557, 1974, microfilm.

This dissertation tested the relationship of self-concept to academic readiness considering the effect of values, perceptual-motor development, intelligence, age, number of months of preschool education, sex, race, and type of preschool.

Washington, R.O. Toward a theory of social competence: Implications for measuring the effects of Head Start programs. Urban Education, 1975, 10 (1), 73-85, hard copy.

This article presents the motivational aspect and sociocultural dimensions of social competence in order to stress the value-laden nature of the concept.

Watson, Jeanet[illegible]. Early childhood development in Texas. Special report. Texas State De[illegible]ment of Community Affairs. Office of Early Childhood Development, December, 1971. (ED 067 145), microfiche.

This report describes programs and activities for young children in Texas based on data collected from the State agencies who administer these programs. Head Start is among the programs described.

Watson, John S. Cognitive-perceptual development in infancy: Setting for the Seventies. Merrill-Palmer Quarterly of Behavior and Development, 1971, 17 (2), 139-152, hard copy.

This is a discussion of attempts to improve the cognitive skills of young children such as Project Head Start with a view toward intervening at an earlier point in the development of young children.

Wayson, William W. Head Start parents in participant groups: I. Statistics and stereotypes. Journal of Applied Behavioral Science, April 1974, 10 (2), 250-56, hard copy.

This article is a commentary on a previous article by Paul Wohlford in which he discusses parent participant groups.

Weber, James P. Selected characteristics of the child's social environment and the relationship of these characteristics to subsequent measures in Head Start classes. Dissertation Abstracts International, 29 (10-A), 3476, 1969, microfilm.

This thesis investigated certain aspects of the social environment of children recently enrolled in Head Start classes, and relates these results to measures of and observations on these children.

Weisberg, Herbert I. An unorthodox analysis of the third year Head Start Planned Variation data. Paper presented at the American Psychological Association convention, August 1974a.

The purpose of this paper was to present the results pertaining to program effectiveness from the analysis of the third year of Head Start Planned Variation data.

Weisberg, Herbert I. Short term cognitive effects of Head Start programs: A report on the third year of Planned Variation, 1971-1972. Cambridge: Huron Institute, June, 1974b (ED 093 497), microfiche.

This report focuses on three main questions which pertain to the acquisition of cognitive skills by preschoolers enrolled in Head Start Planned Variation programs. Included in the report is an overview of the Planned Variation program, background characteristics and distribution of test scores, analysis of data, and a discussion of the program's effectiveness as related to certain child background characteristics.

Weld, Lindsay Ann. Family characteristics and profit from Head Start. Dissertation Abstracts International, 34 (3-B), 1172, 1973, microfilm.

This dissertation investigated whether or not a selection of family characteristics (including environmental process variables and SES characteristics) differentiate among children in terms of the extent of their profit from Head Start programs.

Westinghouse Learning Corporation; Ohio University. The impact of Head Start: An evaluation of the effects of Head Start on children's cognitive and affective development, executive summary, June 1969 (ED 036 321), microfiche.

This report presents the results of a study on the impact of Head Start in order to determine to what degree has it had psychological and intellectual impact on children that has persisted into the primary grades.

White, Alice Bernice Bradley. An attitudinal comparison of primary teachers with Head Start workers and the primary teachers' comparison of Head Start with non-Head Start children. Dissertation Abstracts International, 30 (11-A), 4866, 1970, microfilm.

This study investigated how the first and second-grade teachers, who taught both Head Start and non-Head Start children, comparatively judged the abilities and other characteristics of the two groups of children. It also compared the responses of the first grade and second grade teachers in the study with the responses of non-professional Head Start workers in the areas of promotion of mental health and in their attitudes as to the causes of children's behaviors.

White, Burton L. Making sense out of our education priorities. Massachusetts Lab of Human Development, Harvard University, 1973, (ED 085 087), microfiche.

This paper examines the need to recognize the importance of the role of the family as educator during a child's first three years in order to prevent educational underachievement. Projects Head Start and Follow Through and the Parent Child Center Project are discussed.

White, Sheldon H., et al., Federal programs for young children: Review and recommendations: Volume I: Goals and standards of public programs for children, The Huron Institute, 1973. Publication No. (08) 74-101. (ED 092 230), microfiche.

This document is the first part of a comprehensive study designed to review existing data about child development and the evaluation data of programs for children in order to propose recommendations for Federal program planning. Two major goals of the work are reported in this section: (1) an adequate definition of "disadvantage;) (2) a review of the kinds of scientific evidence that might justify and direct government intervention.

White, Sheldon H. , et al. Federal programs for young children: Review and recommendations: Vol. II: Review of evaluation data for federally sponsored projects for children. The Huron Institute, 1973. Publication No. (OS) 74-102. (ED 092 231), microfiche.

This document is the second part of a comprehensive study designed to review child development data and program evaluation data so that proposals for Federal program planning can be made. This section (Vol. 2) consists of 5 chapters that review project evaluation data in the 5 major modes of child intervention: (1) early childhood education programs; (2) preschool intervention (including Head Start); (3) day care; (4) family intervention; and (5) health care.

White, Sheldon H. et al., Federal programs for young children: Review and recommendations: Vol. III: Recommendations for federal program planning. The Huron Institute, 1973. Publication No. (OS) 74-103. (ED 092 232), microfiche.

This document is the third part of a comprehensive study designed to review child development data and a program evaluation data so that proposals for federal program planning can be made. This section (Vol. 3) includes a series of three chapters directed at future program management: (1) examination and recommendations for present and proposed preschool and day care programs; (2) recommendations of directions for the planning of services for children; and (3) organization of future research.

White, Sheldon H. et al., Federal programs for young children: Review and recommendations: Vol. IV: Summary. The Huron Institute, 1972. Publication No. (OS) 74-100. (ED 092 233), microfiche.

This document is the fourth and final part of a comprehensive study designed to review child development data and program evaluation data so that proposals for federal program planning can be made. This section (Vol. 4) provides a summary of the topics, findings, and recommendations of the other three parts of the study.

Wilds, Thomas, Comp. Directory of Head Start audiovisual professional training materials. Council for Exceptional Children, Reston, Va., Head Start Information Project, 1973 (ED 091 881), microfiche.

This directory contains over 265 annotated listings of audiovisual professional training materials related to the education and care of preschool handicapped children.

Willerman, E.G. A digest of the research activities of regional evaluation and research centers for Project Head Start. Sept. 1, 1966 - Nov. 30, 1976. Institute for Educational Development, January 15, 1968. (ED 023 446), microfiche.

In this report a summary of the research activities of 13 Head Start regional evaluation centers is presented in three sections: research on children, research on parents and families, and research on classrooms, teachers and social organizations of Head Start centers.

Williams, Doris Faye Keaton. Self-concept of Head Start parents and participation in project activities. Dissertation Abstracts International, 32 (4-B), 2267, 1971, microfilm.

This dissertation researchs the relationship between self-concept of parent and involvement in Head Start activities. Statistics use Girona's Semantic Differential Scale and measures of participation.

Williams, Leslie Rowell. Mending the hoop: A study of roles, desired responsibilities and goals for parents of children in tribally sponsored Head Start programs. Dissertation Abstracts International, 36 (3-A), 1361, 1975, microfilm.

The purpose of the study was to develop a set of instructional objectives for a training program for parents in tribally-sponsored Head Start programs based on the present and desired roles of parents and the Federal policy guidelines for the involvement of parents in local Head Start programs.

Williams, Richard H. & Stewart, Elizabeth E. Project Head Start--Summer 1966, final report, section one, some characteristics of children in the Head Start program. Princeton: Educational Testing Service, 1966 (ED 018 246), microfiche.

This final report of Head Start research, conducted by ETS, presents extensive statistical analyses on a sample of 445 Head Start children in terms of their scores on: (1) the Stanford-Binet L-M; (2) the Caldwell Preschool Inventory; and (3) the Project Head Start Behavior Inventory. Statistical tables are presented on the dimensions of geographical region, city size, sex, language, race, age, and combinations thereof.

Willis, Harriet Doss. Cemrel's language and thinking program: Some preliminary preschool findings. Central Midwestern Regional Educational Lab, St. Ann, Missouri, 1972 (ED 063 024), microfiche.

The purpose of this study was to investigate the effectiveness of Cemrel's language and thinking New Directions program, a broadly based early learning program in the teaching of basic language and reasoning skills.

Willmon, Betty. Parent participation as a factor in the effectiveness of Head Start programs. Journal of Educational Research, May 1969, 62 (9), 406-410, microfilm.

In this study an investigation was made on the effects of parental participation in a Head Start program on the academic achievement of students as measured by the Metropolitan Reading Readiness Test.

Willmon, Betty Jean. Reading readiness as influenced by parent participation in Head Start programs. International Reading Association Conference Proceedings, Part 1, 13, April, 1968, 617-22.

This is a discussion of the influence of parent participation on the reading readiness of Head Start participants.

Withycombe, Jeraldine S. Head Start in Micronesia. Young Children, 1972, 27 (6), 346-9, hard copy.

In this article the director of the Head Start Leadership Development Program in Micronesia describes the Head Start programs under her supervision.

Wohlford, Paul. A narrative of Head Start parents in participant groups. 1971a, (ED 073 824), microfiche.

This document narrates sensitivity training groups, using the "participant group method" of low-income black parents of Head Start children. Eight groups were formed to either help the child with language skills at home or to help the parents with their problems of child-rearing.

Wohlford, Paul. An opportunity in community psychology: Psychological services in Project Head Start. Professional Psychology, 1972, 3 (2), hard copy.

This paper is an appraisal of Head Start psychological services over the past five years and a discussion of some new models emerging from the program.

Wohlford, Paul. Home Start parents in participant groups. Journal of Applied Behavioral Science, 1974, 10 (2), 222-249, hard copy.

This is a discussion of the use of the "participant group method" with low-income parents of Head Start children. Parent trainers were used to help parents increase children's language and social skills

Wohlford, Paul. Recent changes in Head Start psychological services. Journal of Clinical Child Psychology, 1975, 4 (1), 10-13.

This report summarizes four areas of concern to Head Start psychological services: the revised Head Start policies, new legislation regarding handicapped children in Head Start, relevant Head Start activities and future legislation.

Wohlford, Paul. An overview of the Parent Project. A paper presented at the annual meeting of the American Psychological Association, September, 1971b (ED 069 390), microfiche.

This paper presents an overview of the Parent Project which sought to demonstrate whether participant group methods are suitable for helping low-income parents help themselves and their preschool children in Head Start.

Wohlford, Paul. Opportunities in community psychology--psychological services in Project Head Start. Professional Psychology, 1973, 4 (3), 277-285, hard copy.

Key historical events and political issues relevant to Head Start's psychological services are discussed.

Wolff, Peter (Abt Associates). Management information for the Parent-Child Center program. Phase I. Findings and recommendations. Final report, 1971, (ED 059 777), microfiche.

This final report summarizes interviews conducted with 18 key management decision makers at the national level of the Parent and Child Center (PCC) program, and a wide variety of information of the local level of the program. The purpose of the study was to develop recommendations for a management information system (MIS) for the PCC program.

Wolman, Marianne, et al. Evaluating language development in two Head Start groups, Elementary English, April 1969, 46 (4), 500-504; 536, hard copy.

This article describes the development of methods for evaluating the effectiveness of the curriculum at two Head Start neighborhood-based programs and at one Head Start school-based program. The groups of children were tested and examined along the dimension of language development in order to devise methods for following its growth and to discover whether there were measurable differences between the programs.

Wolotsky, Hyman, et al. Career development in Head Start. Bank Street College of Education, New York, Career Development Training Program, 1970, (ED 072 850); (ED 072 851);(ED 072 852).

This first booklet of the Career Development series gives an overview. It covers: (1) fundamentals of career development; (2) roles of career development coordinators and committees, and (3) barriers to career development.

The second booklet in the series concerns career ladders. Job descriptions are given for each step.

The third booklet in the series is designed to provide the career development coordinator and other Head Start personnel with a better understanding of adult development and how adults learn.

Young, James Clayton. A regional investigation of the effective utilization of teacher aides in Head Start centers. Dissertation Abstracts International, 32 (4-A), 1763, 1971, microfilm.

This investigation of the use of teacher aides in Head Start programs looks at the aides' individual profiles, training, responsibility, and career development.

Young, William T. Music and the disadvantaged: A teaching-learning project with Head Start teachers and children. Final report. Stephen F. Austin State University, Nacogdoches, Texas, 1973 (ED 110 165), microfiche.

This study investigated the effectiveness of a music program designed especially for disadvantaged children and implemented by Head Start personnel. Subjective and objective evaluations were made of the teachers during workshops. Measures of final ability and amount and percentage of improvement were used to determine the progress of the 76 experimental and 33 control children. The report is divided into three sections: (1) instruction and methods; (2) results; and (3) conclusions and recommendations.

Young, William T. Musical development in preschool disadvantaged children. Journal of Research in Basic Education, Fall 1974, 22 (3), 155-169.

This study investigated the effect of a structured program of musical training on the musical abilities of preschool children from disadvantaged backgrounds. Subjects were drawn from Head Start classrooms.

Zamoff, Richard B., et al. Evaluation of Head Start experience with "Healthy, That's Me" in the second year. Volume I, 1973a(ED 086 325), microfiche.

This evaluation report of a health education curriculum guide is based primarily on interviews administered to Head Start parents and staff at 26 Head Start centers during 1972-73. A summary of major findings and recommendations is provided. Also included are recommendations for revision of the curriculum guide and suggestions for methods of training Head Start teachers to use it.

Zamoff, Richard B. Healthy, That's me--evaluating use of health-education materials for preschool children. Child Welfare, 1975, 54 (1), 41-46, hard copy.

This article reports on an evaluation of the use of a health education curriculum guide during a year's use in a group of Head Start centers.

Zamoff, Richard B. Research instruments used in evaluation of Head Start experience with "Healthy, That's Me" in the second year. Urban Institute, September, 1973b (ED 084 034), microfiche.

This volume provides a supplement to the Urban Institute's final evaluation of health education materials used in the Head Start program.

Zamoff, Richard B. & Regan, Kathryn J. Working papers: Vol. I, Evaluation of experiences with the use of "Healthy, That's Me". Vol. II, Appendices. Washington, D.C.: The Urban Institute, May 31, 1972 (ED 073 822; ED 068 184), microfiche.

This working paper presents four appendices for the evaluation of experiences with the use within Head Start of the "Healthy, That's Me" program. The appendices include methodology for the use of telephone interviews, samples of interviews, and parent interviews.

Zigler, Edward F. A national priority: Raising the quality of children's lives. Children, 1970, 17 (5), 166-170, hard copy.

In this article the Director of the Office of Child Development emphasizes his agency's commitment to improving the lives of children through comprehensive programs such as Project Head Start.

Zigler, Edward F. Child care in the 70's. Inequality in Education, December 1972, 13, 17-28, hard copy.

This state of the art paper touches on aspects of child care: legislative issues, and major types of child care (Head Start, day care for working mothers). Head Start, its positive influences, cognitive emphasis, health component, and its future are discussed at length.

Zigler, Edward. Children's needs in the 70's: A Federal perspective. Office of Child Development (DHEW), Washington, D.C. 1971a (ED 061 355), microfiche.

This paper, presented at an APA conference, lends a Federal perspective to the needs of children in the 70's. After defending attacks on Head Start, the author contends that children's centers of the seventie should provide a variety of services for children on a full-day rather than half-day basis, and the means for mixing children of different socio-economic groups.

Zigler, Edward. Contemporary concerns in early childhood education, Young Children, January, 1971b 26 (3), 141-56, hard copy.

This is an address given by Zigler at the 1970 Conference of the National Association for the Education of Young Children. Mr. Zigler discusses Head Start's beginning and problems of defining and evaluati goals. Also discussed is the issue of a national day care program.

Zigler, Edward F. Learning from children: The role of OCD. Childhood Education, 1971c 48 (1), 8-11, hard copy.

This is a discussion of some of the areas of early childhood education which the Office of Child Development is currently investigating.

Zigler, Edward. Miracle workers need not apply, Urban Review, June-July 1973, 6, (5-6),38-43, hard copy.

This article presents an interview with Dr. Edward Zigler in which he discussed: (1) ideal Head Start; (2) success of Head Start; (3) concept of Home Start; (4) cost of child care; (5) implications of national child care program; and (6) Federal standards on day care.

Zigler, Edward. Project Head Start: Success or failure? Children Today, November-December 1973, 2 (6), 36, hard copy.

In this article, the author attempts to illuminate the controversy surrounding Head Start and addresses the broader question of what compensating programs can and should achieve. Emphasis is placed on Head Start's goals--other than intellectual--in the areas of social competence and health.

Zucker, Joseph S. & Stricker, George. Impulsivity-reflectivity in preschool Head Start and middle class children. Journal of Learning Disabilities, October 1968, 1 (10), 578-584, hard copy.

This study sought to determine differences between lower class Negro and middle-class white children in perceptual tempo, as well as to investigate Kagan's procedure for preschool children. Subjects were Head Start students; they were administered the Matching Familiar Figures Test, as was a control group of middle-class preschoolers.

HEAD START RELATED BIBLIOGRAPHY

Adams, Leah D. The effect of training on the linear ordering ability of pre-kindergarten disadvantaged children. Dissertation Abstracts International, June 1971, 31 (12-A), microfilm.

The purpose of this study was to investigate whether the linear ordering ability of prekindergarten disadvantaged children could be raised through the use of training sessions. The study was also an attempt to replicate Piaget's observations regarding the sequential stages of the preschool child's ability to perform linear ordering tasks.

Anderson, Scarvia. Priorities and directions for research and development related to measurement of young children: Report on Task 2, ETS (ED 088 927), microfiche.

This is the progress report of a panel of 15 experts in child development, early childhood education and measurement who met in September, 1972 to assist OCD in establishing priorities in improving tests and measurements for young children. A summary of the panel discussion is presented along with the specific recommendations made by the participants.

Anderson, Scarvia & Messick, Samuel. Social competency in young children, Educational Testing Service, March 1973 (ED 082 812), microfiche.

This report capsulizes the problems of defining the meaning of social competency in young children in relation to a panel discussion held January 1973. Four different approaches are discussed. Seven conceptual distinctions important in defining social competency, and 29 statements that represent facets of social competency in young children are outlined. Implications for measurement, research, and policy, and an index of competency variables are included.

Austin, G.R., et. al., Effectiveness of summer compensatory education--review of research. Review of Educational Research, 1972, 42 (2), 171-181, hard copy.

This is an analysis of the effectiveness of the summer compensatory education programs.

Baratz, Stephen S. & Baratz, Joan C. Early childhood intervention: The social science base of institutional racism. Harvard Educational Review, 1970, 40 (1), 29-50, hard copy.

The underlying assumptions of intervention programs that tacitly label Negro behavior as pathological are examined.

Barclay, Allan, Yater, Allan, & Wechsler, David. Preliminary investigation of the visuo-motor recall test. Perceptual & Motor Skills, June 1972, 34 (3), 867-872, hard copy.

This is a description of a pilot study investigating performance on the Wechsler Visuo-motor Recall Test associated with sex or age and on interaction of these variables among 80 Negro pre-school children.

Beissel, G.F. Increasing verbalizations by a disadvantaged preschool child. Psychological Reports, June 1972, 30 (3), 931-934, hard copy.

This study employed techniques of behavior modification in an attempt to increase the frequency of verbalizations.

Berk, Laura E. An analysis of activities in preschool settings. Final report. Illinois State University, Normal, Ill. (ED 099 131), microfiche.

This is the final report of research aimed at an analysis of classroom activities which make up educational programs for young children. Its broad purpose was to analyze and compare six preschool programs (including a Head Start program) in order to describe the patterns of activity settings used. Data tables are presented on activity patterns.

Berk, Laura E. Effects of variations in the nursery school setting on environmental constraints and children's modes of adaptation, Child Development, September 1971, 42 (3), 839-869, hard copy.

This study examined how specific characteristics of preschool settings affect the naturalistic occurrence of environmental constraints and children's adaptations to them.

Berke, Melvyn, Johnson, Edward, & Stabler, John. Children's discrimination learning as a function of type of reinforcement and amount of preschool experience. Psychology, February 1971, 8 (1), 54-57, hard copy.

This experiment extended previous work on discrimination learning and incentives to children who have had varying amounts of preschool experience.

Blackstock, Edward C. & King, William L. Recognition and reconstruction memory for seriation in four- and five-year olds. Developmental Psychology, September 1973, 9 (2), 255-59, hard copy.

This article reports a study to determine whether preoperational children can recognize a regularly seriated configuration of rods before they are able to reconstruct one from disarranged elements.

Blyth, Walter, Compensatory education. British Journal of Educational Studies, 1973, 21 (3), 340-341, hard copy.

This is a review of a book on compensatory education.

Brademas supports education, criticizes educators. Christian Science Monitor, January 13, 1975, p. 9, col. 1, hard copy.

In this article, Rep. John Brademas is concerned about the House Education and Labor Committee's inability to get educators' evaluation of how Federal aid should be distributed. He proposes bills to aid schools in the education of handicapped children and to establish programs of preschool health, nutrition, day care and education.

Brazziel, William F. Perspective on the Jensen Affair, University of Connecticut (ED 040 760), hard copy.

This paper reviews opposing viewpoints to Arthur Jensen's theory that racial and social class I.Q. differences were primarily due to hereditary factors. Included are Jensen's original statements, the critics' rebuttals, and Jensen's defenses.

Brickner, Charlotte A. Experimental analysis of auditory discrimination skills in the developmental structure of pre-school children. Dissertation Abstracts International, 1969, 29 (10-A), 3454-3455, microfilm.

The purpose of this study was to test two planned training sequences designed to increase auditory discrimination.

Buck, M.R. Compensatory education revisited: Or, maybe it does work. Contemporary Psychology, 1975, 20 (5), 415-416, hard copy.

This is a review of a book on compensatory education.

Busch, John C. Conformity in preschool disadvantaged children as related to field dependence, sex, and verbal reinforcement. Dissertation Abstracts International, January 1971, 31 (7-B), 4305-4306, microfilm.

The purpose of this study was to determine whether conformity of an individual to a group is experimentally manipulable for preschool disadvantaged children and, if so, can they be assisted through verbal reinforcement to become less conforming.

Busch, John C. & de Ridder, Lawrence M. Conformity in preschool disadvantaged children as related to field-dependence, sex, and verbal reinforcement Psychological Reports, April 1973, 32 (2), 667-673, hard copy.

This study attempted to determine whether there was an interaction between Crutchfield-type conformity procedures and rod and frame performance or sex.

Busse, Thomas V., Ree, Malcolm, & Gutride, Marilyn. Environmentally enriched classrooms and the play behavior of Negro preschool children. Urban Education, July 1970, 5 (2), 128-140, hard copy.

This study examined the factor of teachers' encouragement of the use of equipment and the play behavior of Negro preschool children.

Chissom, Brad S. & Thomas, Jerry R. Relationship between perceptual-motor and academic measures for disadvantaged pre-school children. Perceptual and Motor Skills, February 1973, 36 (1), 152-154, hard copy.

In this study relationships between the Shape-O Ball Test, a perceptual-motor measure, and two measures of academic ability were investigated. A group of disadvantaged preschool children served as subjects.

Clark, D.F. Motor impairment and compensatory education. British Journal of Educational Psychology, November 1972, 42, 333-334, hard copy.

This is a review of a book on the disadvantaged child and compensatory education.

Clark, P. Compensatory education--underlying stances and teachers' attitudes. Urban Education, 1975, 9 (4), 340-354, hard copy.

This article is a discussion of the philosophy and politics underlying compensatory education.

Cleveland, Patsy, A Head Start for Patsy, American Education, October 1969, 5 (8), 19, hard copy.

This is an article describing the author's experience as a volunteer in a Head Start program.

Coller, Alan R. & Guthrie, P.D., Self-concept measures: An annotated bibliography. Educational Testing Service, April 1971 (ED 051 305), microfiche.

This annotated bibliography lists 27 instruments appropriate for measuring self-concept in children from the preschool level through the third grade. Information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, and standardization are included when available, together with the source from which the instrument may be obtained. The bibliography is seen as an initial screening device in the search for appropriate tests.

Collins, Camilla. The itinerant teacher, Young Children, August 1972, 27 (6), 374-9, hard copy.

This article presents a teacher training program provided by an instructor who brings her skills in preschool education to teachers in outlying communities.

Costello, Joan, & Ali, Faizunisa. Reliability and validity of Peabody Picture Vocabulary Test scores of disadvantaged preschool children. Psychological Reports, June 1971, 28 (3), 755-760, hard copy.

This article reports a partial replication of a reliability and validity study of the Peabody Picture Vocabulary Test.

Costello, Joan, & Dickie, Joyce. Leiter and Stanford-Binet IQ's of preschool disadvantaged children. Developmental Psychology, 1970, 2 (2), 314, hard copy.

This study investigated the use of the Leiter International Performance Scale, Arthur revision as a possible alternative to the Stanford-Binet for evaluating intellectual gains resulting from preschool programs for disadvantaged children.

Council for Community Services in Metropolitan Chicago. Day care evaluation manual, hard copy.

This manual presents instruments for evaluation of day care programs by license-grantors, supervising agencies, funding sources, center personnel and day care researchers. Directions for application, scoring and interpreting are included.

Dorman, Lynn, Assertive behavior and cognitive performance in preschool children. Journal of Genetic Psychology, September 1973, 123 (1), 155-162, hard copy.

In this study assertive behaviors, as measured by teachers, observers, and an experimental task, were related to each other and to Stanford-Binet intelligence scores.

Farber, B., et al. Compensatory education and social justice. Peabody Journal of Education, 1972, 49 (2), 85-96, hard copy.

This is a discussion of the assumptions underlying compensatory education and its social implications.

Fox, Frank R. A description of language and perceptual function of culturally deprived children. Dissertation Abstracts International,

The purpose of this study was to identify and describe patterns of performance on linguistic and perceptual tests by several groups of culturally deprived children.

Giebink, John W. & Marden, Mary L. Verbal expression, verbal fluency, and grammar related to cultural experience, Psychology in the Schools, 1968, 5 (4), 365-368, hard copy.

Three specific language measures were administered to culturally deprived and middle class children of preschool age in an attempt to demonstrate the differential relationship between various aspects of language and cultural experience.

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This is an abstract of a study which hypothesized that the simultaneous consideration of maternal childrearing and educational attitudes would better predict children's preschool performance than would either of the two types of attitudes alone.

Gordon, Thomas J. Environmental correlates of certain conceptual and social developments in preschool children. Dissertation Abstracts International, February 1971, 31 (8-B), 4993-4994, microfilm.

The purpose of this study was to determine what characteristics in the environmental background of a group of white, urban, lower class preschool children could contribute to variability in the development of certain social behaviors and conceptual skills which were generally regarded as necessary prerequisites of later school entrance and adjustment.

Gottfried, Nathan W. & Seay, Bill. Early social behavior: Age and sex baseline data from a hidden population, Journal of Genetic Psychology, September 1974, 125 (1), 61-69, hard copy.

In this study the influences of age and sex on early social behavior were investigated in a day care setting and Head Start children.

Government and families. New York Times, Sept. 14, 1975, Sec. 4, p. 17.

This article discusses the weakening and disorganization of the American family and what public policies the U.S. should adopt to cope with the situation.

Gray, Susan W. Selected longitudinal studies of compensatory education--a look from the inside. George Peabody College for Teachers (ED 033 762), microfiche.

This document, prepared for a symposium on preschool compensatory programs, comments on the difficulty of program assessment and tight experimental design, on the necessity of in-depth involvement, and on the need for vigilance in maintaining an experimental condition. A number of studies on preschool intervention are reviewed and evaluated.

Greenberg, Selma, & Forsanck, Ruth. The rational judgments of pre-school children. Child Study Journal, 1973, 3 (1), 1-27, hard copy.

This report summarizes the activities of a team of researchers whose aim was to find a normative base for the construction of a new curriculum for preschool children.

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This annotated bibliography presents tests measuring social development, cognitive growth, intelligence, mental health, social maturity, and concept attainments in infants from birth to 24 months. Information is given concerning test purpose; intended groups; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Guthrie, P.D. & Horne, Eleanor V. School readiness measures: An annotated bibliography. Educational Testing Service, August, 1971 (ED 056 083), microfiche.

This annotated bibliography presents currently available general school readiness measures. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

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This annotated bibliography provides instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade. Included are tests designed to measure social competency, interpersonal competency, social maturity and sensitivity and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Hersh, J.B. Influence of biased referral reports in a clinical testing situation. Dissertation Abstracts International, 1970, 30 (12-B), 5688, microfilm.

In order to test the effect of biased referral reports in a clinical setting, the researcher used 28 graduate students in Psychology and 56 Head Start children. The children were tested with a Marble-In-A-Hole game to determine social responsiveness, then randomly placed in the positive or the negative teacher referral report category.

Hickey, Tom. Bilingualism and the measurement of intelligence and verbal learning ability. Exceptional Children, September 1972, 39 (1), 24-28, hard copy.

This study analyzed some of the problems of measuring intelligence and verbal learning ability among Mexican-American preschoolers. The study emphasized the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning handicap.

Hughes, Anne E. An investigation of certain sociolinguistic phenomena in the vocabulary, pronunciation and grammar of disadvantaged preschool children, their parents and their teachers in the Detroit Public Schools, Dissertation Abstracts International, 1968, 28 (12-A), 5047, microfilm.

The purpose of this investigation was to determine certain sociolinguistic phenomena in the vocabulary, pronunciation and grammar of disadvantaged preschool children, their parents and their teachers and to describe the language behavior of the informants in terms of educational implication.

Hunt, J. McVicker, The prospects of early education in social evolution, ERIC Clearinghouse on Early Childhood Education, Urbana, Ill. (ED 100 493), microfiche.

This paper discusses the prospects of early education in social evolution. The author points out the fact that plasticity in psychological development is greatest during infancy and early childhood; this guarantees an important place for early education in the adaptive evolution of our society. Research will enable improvements so that all but a very few will be able to take a productive role in our increasingly technological culture.

Hunt, J. McVicker, & Kirk, Girvin E. Criterion-referenced tests of school readiness: A paradigm with illustrations. Genetic Psychology Monographs, August 1974, 90 (1), 143-182, hard copy.

This paper discusses the need for tests of specifiable and teachable units of information, information-processing strategies, motivation, and values that constitute readiness for standard schools or that are needed to plan individualized programs of instruction for children from varied family backgrounds.

Hunt, J. M. Early childhood education and social class. Canadian Psychologist, October 1972, 13 (4), 304-328, hard copy.

In this article it is argued that differences in socio-economic class child rearing practices could account for differences in scholastic competence and that programs during a child's first three years may prevent retarded development and thereby be more effective than compensatory education.

Jensen, P.K. & O'Kane, J.M., et. al., Evaluating compensatory education--a case study. Education and Urban Society, 1972, 4 (2), 211-233, hard copy.

This is an evaluation of compensatory education based on data gathered over a five year period.

Joffe, Carole. The impact of integration on early childhood education, 1973, (ED 080 207), microfiche.

This paper, prepared for a PSA meeting, discusses different kinds of child care organizations (day care centers and homes, nurseries, and Head Start compensatory programs. The delineation between classical or "social-emotional development" emphasis in child care, and the newer trend toward early academic instruction is pointed out. The danger of stifling the creativity of preschool programs by assimilating them into elementary schools is also discussed.

Kelly, J.G. Book reviews, Community Mental Health Journal, 1974, 10 (4), 475-477, hard copy.

This is a review of three books which discuss the consultation process.

Kiesling, H.J. Value to society of integrated education and compensatory education. Georgetown Law Journal, 1973, 61 (4), 857-878, hard copy.

This article is a summary of an assessment of empirical findings from social science research in the areas of integrated and compensatory education.

Kogan, Kate L. & Wimberger, Herbert C. Sex role and relative status in the relationship of mothers to children. Perceptual & Motor Skills, 1969, 782, hard copy.

This is a study of mother-child social interaction in unstructured plan situations.

Laing, A.F. Motor impairment and compensatory education, Journal of Child Psychology and Psychiatry and Allied Disciplines, 14 (3), 234-235, hard copy.

This is a review of a book on motor impairment and compensatory education.

Leifer, Anna. Ethnic patterns in cognitive tasks. Dissertation Abstracts International, September 1972, 33 (3-B), 1270-1271, microfilm.

This study explored differential cognitive abilities in disadvantaged four year olds from Chinese, Italian, Negro and Puerto Rican backgrounds to ascertain the cognitive skills associated with these cultural groups in order to use those skills in the classroom to reduce the widespread achievement disparity between upper and lower class children.

Mermelstein, Egon & Meyer, Edwina. Conservation techniques and their effects on different populations. Child Development, 1969, 40 (2), 471-490, hard copy.

In this study three different populations of children were trained in number conservation using three different techniques.

Merribie, P.R. Disadvantaged child--compensatory education, a national debate. Journal of School of Psychology, 1973, Vii (2), 175-176, hard copy.

This is a review of a book on the disadvantaged child and compensatory education.

Minuchin, Patricia. Correlates of curiosity and exploratory behavior in preschool disadvantaged children, Child Development, September 1971, 42 (3), 939-50, hard copy.

The aim of this study was to develop measures of curiosity and exploration applicable to preschool children, and to assess the relationship between curiosity and other aspects of functioning.

New forces shaping child care. (ED 067 158), microfiche.

This position paper, delivered in an address to local, state, regional and national groups involved with day care, characterizes some of the programs (including Head Start) in an effort to develop a broad based national coalition for a system of universally available child care.

O'Keefe, Rip. Influences of age, sex, and ethnic origin on Goodenough-Harris Drawing Test performances by disadvantaged preschool children. Perceptual & Motor Skills, December 1971, 33 (3, Pt. 1), 708-710, hard copy.

The influence of age, sex, and ethnic group membership on performance of 120 disadvantaged preschool children on the Goodenough-Harris Drawing Test was investigated.

Oliver, C. Motor impairment and compensatory education. American Journal of Occupational Therapy, 1973, 27 (5), 264, hard copy.

This is a review of a book on motor impairment and compensatory education.

Olsen, H.D. Effects of changes in academic roles on self-concepts of academic ability of black and white compensatory education students, Journal of Negro Education, 1972, 41 (4), 365-369, hard copy.

This paper reports the findings of a study designed to identify the level of self-concept of academic ability of black and white pre-college compensatory education students.

Payne, James S., Ball, Donald W. & Stainback, William C. Note on reliability and congruent validity of the Peabody Picture Vocabulary Test with disadvantaged preschool children. Psychological Reports, 1972, 30 (1), 22, hard copy.

Reliability of the Peabody Picture Vocabulary Test was analyzed.

Quigley, H. Compensatory education. British Journal of Educational Psychology, June 1974, 44, 194-195, hard copy.

This is a review of two books, one on the theory of classroom observations and another on compensatory education.

Ramer, Andrya L. & Rees, Norma S. Selected aspects of the development of English morphology in black American children of low socioeconomic background. Journal of Speech & Hearing Research, December 1974, 16 (4), 569-577, hard copy.

A modification of Berko's test was used to explore the use of six morphological rules as a function of age, by black children living in New York City.

Reese, Clyde, & Morrow, Robert O. Socio-economic mix: Effects on disadvantaged children in preschool child development programs. State College of Arkansas, 1971 (ED 067 147), microfiche.

This is the project report of a study of preschool child development programs whose purpose was to determine the effects of socioeconomic mix upon the cognitive, social, and language development of disadvantaged children, using a pre- post-test design. Tables are given to demonstrate test results.

Reese, Clyde & Morrow, Robert O. Socio-economic mix: Effects on disadvantaged children in preschool child development programs phase II. State College of Arkansas, 1973 (ED 082 814), microfiche.

This document reports on Phase II of a two-year research project to determine the effects of socioeconomic mix on the cognitive and social development of advantaged and disadvantaged preschoolers.

Rosen, Pamela, & Horne, Eleanor. Language development tests: An annotated bibliography. Educational Testing Service, August, 1971 (ED 056 082), microfiche.

This is an annotated bibliography of currently available language development measures appropriate for use with preschool children as well as with lower elementary grade children (grades 1 through 3). The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Rosen, Pamela. Self-concept measures. Head Start test collection, 1973. (ED 086 737), microfiche.

Forty-four items published between 1963-1972 are listed in this annotated bibliography which deals with a variety of self-concept measures appropriate for use with children from the preschool level through the third grade.

Rosen, Pamela, Ed. Test collection bulletin, April 1973, 7 (2), (ED 085 404), microfiche.

This test collection bulletin is a quarterly digest of information on tests and test related services and activities. Each issue lists acquisitions to the ETS Test Collection. This issue presents 147 measures of achievement, aptitude, personality and attitudes, sensory-motor skills, and miscellaneous skills. Some of the tests described are part of the Head Start Test College, established to provide information about instruments for those engaged in research involving young children.

Rosen, Pamela, & Horn, Eleanor. Tests for Spanish-speaking children: An annotated bibliography. Educational Testing Service, August, 1971 (ED 056 084), microfiche.

This annotated bibliography provides currently available instruments for use with Spanish- speaking children in the areas of intelligence, personality, ability, and achievement. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills, behaviors, or competencies; administration; scoring; interpretation; and standardization.

Schachter, Frances, et al. Differences in the spontaneous classroom interpersonal language of preschoolers differing in intrapersonal linguistic effectiveness. Progress report of research studies, Sept. 1, 1969--April 30, 1970. (ED 056 768), microfiche.

This progress report cites findings of a main study and a corollary study designed to clarify the relationship between interpersonal and intrapersonal language by examining the spontaneous classroom interpersonal verbal output of children 4-5 years old in relation to social class and intelligence.

Schleich, K. Compensatory education. International Review of Education, 1973, 19 (2), 290-295, hard copy.

This is a review of three books in German on the subject of compensatory education.

Schultz, Charles B. & Auerbach, Herbert A. The usefulness of cumulative deprivation as an explanation of educational deficiencies. Merrill-Palmer Quarterly, January 1971, 17 (1), 27-39, hard copy.

This is a discussion of the theoretical and empirical bases of cumulative deprivation.

Scott, Ralph, & Smith, James E. Ethnic and demographic variables and achievement scores of preschool children. Psychology in the Schools, April 1972, 9 (2), 174-182, hard copy.

This study is concerned with the early years of learning and the extent to which the mothers' verbal IQ and level of education may foster or inhibit ongoing intellectual development of preschool disadvantaged children.

Shanker would bar aid funds to private day care centers. New York Times, June 6, 1975, Pg. 36, Col. 2.

American Federation of Teachers president, Albert Shanker, urges the House education subcommittee to exclude private operations of day care centers from the legislation to provide new federal support to preschool programs.

Seidman, Eileen. Day care in Vermont: An evaluation of the Vermont model FAP Child Care Service System. Washington: Leadership Institute for Community Development, June 1972 (ED 082 811), microfiche.

This book presents an extensive examination of the organization and operation of the Vermont model day care delivery system which was designed in the context of the proposed Family Assistance Plan (FAP). The model tested the ability of Federal and State employees to work to together and share resources in designing a new approach to welfare reform. Both the planning processes and the operating system of the day care system are discussed.

Spencer, Margaret B. & Horowitz, Frances P. Effects of systematic social and token reinforcement on the modification of racial and color concept attitudes in black and in white preschool children. Developmental Psychology, September 1973, 9 (2), 246-254, hard copy.

The authors attempted to modify racial and color concept attitudes in preschool children through contingent reinforcement.

Stedman, James M. & McKenzie, Richard E. Family factors related to competence in young disadvantaged Mexican-American children, Child Development, November 1971, 42 (5), 1602-1607, hard copy.

The present study was designed to identify high and low competence groups defined on the basis of linguistic ability and behavioral adjustment within a population of disadvantaged, preschool Mexican-American children and then to compare their families on a number of different variables.

Stedman, James M. & Adams, Russell L. Achievement as a function of language competence, behavior adjustment, and sex in young disadvantaged Mexican-American children, Journal of Educational Psychology, October 1972, 63 (5), 411-417, hard copy.

This study investigated language competence, behavioral adjustment and sex as predictive of first grade achievement in disadvantaged Mexican-American preschoolers.

Stephens, Mark W. & Delys, Pamela. A locus of control measure for preschool children. Developmental Psychology, July 1973, 9 (1), 55-65, hard copy.

The Stephens-Delys Reinforcement Contingency Interview was developed to assess locus of control expectancies of preschool age and older children.

Stephens, Mark W. & Delys, Pamela. External control expectancies among disadvantaged children at preschool age. Child Development, September 1973, 44 (3), hard copy.

Internal-external control expectancies of disadvantaged preschool children were compared with middle class children using the Stephens-Delys Reinforcement Contingency Interview.

Stevens, Joseph H. The home learning project; A group consultation model of parent education. Child Care Quarterly, Winter 1974, 3 (4), 246-254, hard copy

This is a description of the Home Learning Project which was developed as part of the parent involvement component of a prekindergarten program.

Success, Ltd. (Editorial), New York Times, March 19, 1975, Pg. 46, Col. 2, hard copy.

This editorial backs educational researchers' rejection of charges that literacy has been declining. The claim is made that the blame lies with society's unwillingness to offer more than normal instruction. Head Start and similar programs need more funding and less rigid requirements.

Tawney, J.W. Training letter discrimination in four-year-old children. Dissertation Abstracts International, 1969, 30 (3-A), 1030-1031, microfilm.

The purpose of this study was to compare the effect of two training procedures on subsequent letter discrimination. It was hypothesized that reinforcement of critical features of stimuli will produce significantly better performance on a test of letter discrimination than reinforcement of noncritical features of stimuli. Thirty Head Start children made up the sample.

Teachers urging preschool plan. New York Times, July 14, 1975, Pg. 17, Col. 1, hard copy.

The National Education Association Convention urges the creation of a national preschool education program for every child beginning at age 3. This is viewed not only as a solid educational measure, but also as a way of providing thousands of new teaching jobs.

Thomas, Susan B., Comp. Research on approaches to early education: An abstract bibliography. (ED 092 262), microfiche.

The 157 citations in this bibliography include studies of parental involvement, research on the long-term effects of educational intervention programs, and research on specific program models and model comparisons. Also included is a brief abstract for each citation.

Tug of war: Who'll get preschool children? New York Times, January 15, 1975, Pg. 73, Col. 1, hard copy.

This article discusses the clamor of mothers for more publicly funded preschool child care programs. The interest of the American Federation of Teachers in child care and early education legislation is noted.

Walls, Richard T. Retroactive and proactive multiple list interference with disadvantaged children. Child Study Journal, 1972, 2 (2), 91-97, hard copy.

This study investigates retroactive and proactive interference designs.

Weikart, David P. Has preschool compensatory education failed? High/Scope Educational Research Foundation (ED 049 834), microfiche.

This paper discusses evaluation of preschool compensatory programs, reviews research literature and sets out some guidelines for effective preschool education.

Wells, Alberta. Bibliography supplement for Dec., 1971, Part X, Vol. 3, microfiche.

This final report provides an annotated bibliography of material on day care and child care programs.

Yates, Allan C., Barclay, Allan, & Leskosky, Richard. Goodenough-Harris Drawing Test and WPPSI performance of disadvantaged preschool children. Perceptual and Motor Skills, December 1971, 33 (3, Pt. 1), 967-970, hard copy.

This study is an analysis of the performance of 48 disadvantaged preschool children on the Goodenough-Harris and the WPPSI.

Yule, W. Motor impairment and compensatory education. British Journal of Social and Clinical Psychology, September 1974, 13, 345-346, hard copy.

This is a book review.

Zigler, F. Has it really been demonstrated that compensatory education is without value? American Psychologist, 1975, 30 (9), 935-937, hard copy.

This is an article commenting on another article by Cronbach on compensatory education.

Zucker, Joseph S. Impulsivity-reflectivity in preschool Head Start and middle class children. Journal of Learning Disabilities, October 1968, 1 (10), 578-584, hard copy.

The purpose of this study was to determine differences between lower class Negro and middle class white children in perceptual tempo.

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Meyer, 1968

Test Collection of Analysis (Cont'd.)

Monaghan, 1975B

Olivier, 1967

Parker, 1971

Payne, 1972

Rentfrow, 1975

Rice, 1971

Shipman, 1972a, 1972b

Walsh, 1971

Zamoff, 1973b